![California Community Colleges]

Workforce and Economic Development Division

Request for Application

K12 STRONG WORKFORCE PROGRAM ROUND 4

Funding Year: FY 2021-2022

RFA Release Date: August 16, 2021

Questions Deadline: Written questions about specifications in the Request for Application must be received by 5:00 pm on Friday, September 17, 2021, via email to: K12SWP@cccco.edu

Bidders' Conference: Tuesday, August 24, 2021
1:00 pm – 2:30 pm PDT
Registration for K12 SWP Bidder's Conference

Application Deadline: Applications must be received by **5:00 pm on Friday, October 15, 2021, in NOVA**

Administered by the

California Community Colleges Chancellor's Office, Workforce and Economic Development Division (WEDD),

1102 Q Street

Sacramento, CA 95814–5901

K12 STRONG WORKFORCE PROGRAM ROUND 4
Request for Application

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

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

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

The ultimate goal of Strong Workforce Program K12 grant funds is to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment.

California has experienced an unprecedented time battling a global pandemic with serious impacts to livelihood. More than one million Californians have filed new unemployment claims since the pandemic began sweeping across the country. As vaccinations roll out across the state, recovery is within reach. The COVID-19 pandemic has exposed the economic inequality that is deeply ingrained in our society, making it clear that we cannot return to business as usual. Similarly, California's community colleges are also faced with creating a new normal, with a clear "Call to Action" by the Chancellor's Office to help design and innovate for an equitable recovery and post-pandemic economy.

Inclusive economic development is about both process and outcome, mobilizing cross-sector collaboration and focusing on approaches to shared prosperity; the outcomes from such economic growth can be greater and more mutually beneficial to education, businesses, communities, and workers, including historically disproportionately impacted students.

B. OBJECTIVES AND FOUNDATIONAL PRINCIPLES

a) 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:
  o Build foundational career path skills and knowledge essential to subsequent success in college and early career exploration.
  o Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths.
  o Lead to completion of industry-valued certificates, degrees, or transfers to community college or four-year University.
  o Prepare students upon completion of education to enter into employment in occupations for which there is documented demand that pay a livable wage.
  o Identify and close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.
  o Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.

b) Alignment with Strong Workforce Program Regional Plan

The K12 SWP legislation specifies that funds are provided to "create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program" (Education Code, Section 88827). The workforce development efforts within each region are established by the Strong Workforce Program Regional Plan ("Regional Plan"). Developed under the guidance of each of the eight California Community College Regional Consortia ("Regional Consortia"), each Regional Plan, by design, is responsive to regional economic priorities. Similarly, applications for K12 SWP funds should be responsive to the regional priorities, labor market needs, and consortium goals as identified in the Regional Plan.

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

stakeholders. The Regional Plan for each Regional Consortium are located at the following websites:

- ❖ [Bay Area – Strong Workforce Program Regional Plan](#)
- ❖ [Central/Mother Lode – Strong Workforce Program Regional Plan](#)
- ❖ [Inland Empire/Desert – Strong Workforce Program Regional Plan](#)
- ❖ [Los Angeles – Strong Workforce Program Regional Plan](#)
- ❖ [Orange County – Strong Workforce Program Regional Plan](#)
- ❖ [North/Far North – Strong Workforce Program Regional Plan](#)
- ❖ [San Diego/Imperial Counties – Strong Workforce Program Regional Plan](#)
- ❖ [South Central Coast – Strong Workforce Program Regional Plan](#)

C. FUNDING

a) Regional Funding Distribution Based on Average Daily Attendance (ADA)

Within each of the eight regions, funding distribution to the applicants is based on ADA as presented in Table 1 (Education Code, Section 88827(c)(2)).

Table 1. Regional Funding Distribution Based on Average Daily Attendance[1]

Total Applicants' ADA	Percentage of a Region's Allocation
Less than or equal to 140	4%
141 – 550	8%
More than 550	88%

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

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[1] Source: California Community Colleges Chancellor's Office and the California Department of Education, 2021.

b) Statewide Funding Allocations to the Regions

The California Legislature (Education Code, Section 88827(c)(1)(A-B)) appropriated statewide funding of $150 million that is apportioned annually by the Chancellor's Office to the fiscal agent of each of the eight Regional Consortia based on the following weighted factors in each region[2]:

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

Table 2. 2021 K12 SWP Allocations

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

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

c) **Awarded Funding Levels for LEAs**

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

Table 3. Awarded Funding Levels Based on ADA, 2021[3]

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

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

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

d) **Subsequent Funding Requests in Future Cycles**

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

e) **K12 Selection Committee**

Each Regional Consortium has a K12 Selection Committee that is responsible for reviewing all LEA applications that are requesting K12 SWP funds within its region (Education Code, Section 88829). **The K12 Selection Committee makes all decisions within its region related to selecting grant recipients and awarding specific funding amounts for each grant.** Each Regional Consortium forms a K12 Selection

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[3] Source: California Community Colleges Chancellor's Office and the California Department of Education, 2021.

Committee made up of individuals with expertise in K–12 career technical education and workforce development.

D. ELIGIBILITY REQUIREMENTS

a) Eligible Applicants

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

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

LEAs are encouraged to partner with other LEAs as co-applicants, but one LEA must be identified as the Lead Agency (or fiscal agent) on each K12 SWP application. The other LEAs are K–12 Partner Agencies. **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.**

b) Eligibility Requirements for Applicants

LEAs applying to receive a K12 SWP grant must comply with **<u>all of</u>** the following:

(1) 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 partnership should be strongly demonstrated within the grant proposal. LEAs that have a substantial number of students being served by a college in another region may partner with a community college in that region, if the college or colleges agree to partner with the LEA. The LEA still applies for funds from the Regional Consortium in which the LEA or LEA site is principally located, not the Regional Consortium of the partnering community college or community college district.

(2) The LEA (Lead and all K–12 Partner Agencies) shall be located within the geographical boundaries of the region from which it is applying for funds. LEAs that are located in multiple regions may apply in each region within which they have a site but are limited to submitting no more than three applications total as either a Lead or a K–12 Partner Agency. Any LEA that offers primarily online/virtual instruction may apply only in the region within which their district is located.

(3) Per Education Code, Section 88828(b), each LEA that is a Lead or K–12 Partner Agency on the application will upload a completed High-Quality CTE Program Evaluation that reflects the current practice of existing CTE programs and related evidence on file. LEAs that have applied for CTEIG funds will upload the same

High-Quality CTE Program Evaluation used in the most recent CTEIG application. LEAs that did not apply for CTEIG funds will complete and upload a new Program Evaluation. **The Program Evaluation is not scored for the K12 SWP application, but rather used as a tool to inform planning.** By completing the High-Quality CTE Program Evaluation, an LEA identifies areas of improvement in its CTE programs and develops a plan for addressing target areas using the K12 SWP Work Plan. The K12 SWP funding is an opportunity to complement existing CTE plans and work or to create new CTE programs. Visit the [California Department of Education](#) website to download a copy of the High-Quality CTE Program Evaluation.

(4) Each LEA that is a Lead or K–12 Partner Agency on the application must engage in regional efforts to align workforce, employment, and education services. In addition, each must use its region's Regional Plan to inform efforts to create, implement, or expand CTE courses, course sequences, programs, and pathways; and to the extent possible, integrate available local, regional, state, and private resources to improve the successful outcomes of pupils enrolled in CTE.

(5) 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.

<u>Note</u>: **Per Education Code, Section 88830, the Chancellor's Office will verify that required course data files to Cal-PASS Plus have been submitted. Additionally, K12 SWP awardees who did not submit required course data files may be ineligible to apply.**

c) **Adult Education Programs**

❖ An Adult Education Program may be included under a district LEA Lead or K–12 Partner Agency application **ONLY** if the program serves students under the age of 18, as approved by the local board. If this is the case, the application should specify the percentage of students served that are under the age of 18.

❖ Adult Education Programs may be included in the application as a Collaborative Partner, working with K–12 LEAs, community colleges, and other stakeholders to support pathways to higher education and employment for all students.

E. **POSITIVE CONSIDERATIONS**

Per Education Code, Section 88830, when determining grant recipients, the K12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants. The K12 Selection Committee shall also give positive consideration to each of the below characteristics in an application:

❖ Aligned programs serving "unduplicated pupils" defined as a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth (Education Code, Section 42238.02).

❖ Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction. (The annual adjusted statewide grades 9–12 dropout rate is 9.0 percent, CDE 2018-19.)

❖ Programs located in an area of the state with a high unemployment rate. (Lead LEAs and/or K–12 Partner Agencies to be located in an Area of Substantial Unemployment defined as at or above 6.451%)[4].

❖ Programs that operate within rural school districts.

❖ Programs that create new pathways.

❖ First-time K12 SWP applicants who have never received K12 SWP funds as a Lead or K–12 Partner Agency.

The K12 Selection Committee, in consultation with the Regional Consortium, has the discretion to give positive consideration to programs to the extent they demonstrate any of the following:

❖ Most effectively meet the needs of the local and regional economies.

❖ Successfully leverage one or both of the following to support and sustain programs:

  o 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.

  o Contributions from industry, labor, and philanthropic sources.

  o Make significant investments in career technical education infrastructure, equipment, and facilities.

F. PARTNERSHIPS

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

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[4] Source: California Workforce Innovation and Opportunity Act 2019-20.

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.

a) **Higher Education Partners**

LEA applicants are required to identify a purposeful partnership with at least one partnering community college or community college district with the intent of developing clearly defined K–14 career pathways for students. LEAs are encouraged to partner with multiple community colleges for developing or supporting multiple K–14 CTE course sequences, programs, or pathways aligned with regional workforce needs.

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 high-skill, high-wage career technical education programs.

In addition to the required partnership with at least one community college or community college district, an LEA may have an additional partnership with four-year colleges, including California State Universities, Universities of California, and private colleges.

b) **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 will receive K12 SWP funds from this strand of work are K–12 Partner Agencies and must 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. If the ADA for a K–12 Partner Agency are included on the application as the student population served, then that LEA must also receive K12 SWP funds and is also responsible for submitting all required reports. **If a K–12 Partner Agency will only receive services but not awarded funds, the ADA for that LEA cannot be included as the population served.**

c) **Collaborative Partners**

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

Collaborative Partners include businesses and industry organizations, workforce development agencies, government offices, and philanthropies, among others. Adult

Education Programs that serve students over the age of 18 may be included as Collaborative Partners. Collaborative Partners may provide, for example, industry expertise, staff, access to equipment, and/or work-based learning opportunities.

G. MATCH REQUIREMENTS

a) Proportional Dollar Match

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

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

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

- For all other LEAs, two dollars ($2) for every one dollar ($1) awarded.

b) Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the projects proposed in the grant. Table 4 identifies some acceptable and unacceptable financial match from various sources.

Note: **The U.S. Department of the Treasury has issued federal guidance on the permissible use of funding provided through the CARES Act. LEAs should review the federal guidance in order to ensure that they are using their allocation in a manner that is fully compliant with federal law. Visit the U.S. Department of the Treasury for more federal guidance.**

Table 4. Acceptable and Unacceptable Financial Match Sources

Acceptable	Unacceptable
School district or charter school Local Control Funding Formula (LCFF) apportionments pursuant to *EC* Section 42238.02	California Career Technical Education Incentive Grant Program (CTEIG)
Strengthening Career and Technical Education for the 21st Century Act (Perkins V)	Career Technical Education Facilities Program Grant pursuant to *EC* Section 17078.72
Partnership Academies Program	Public School Facilities Bond (Proposition 51)
Agricultural Career Technical Education Incentive Grant	Past K12 SWP award amounts
California Adult Education Programs (CAEP), as approved by the local boar	The same local match that is being used for a California Career Technical Education Incentive Grant
Community College Strong Workforce Program (SWP) that directly serves K– 12 pupils (i.e., dual enrollment, early college credit)	The same local match that is being used for another concurrent K12 SWP grant/application.
Business, industry, philanthropic sources that will directly support the program	In-Kind Match of any kind
Any other source, except those described as "Unacceptable"	

H. APPLICATION DETAILS

a) Application Due Date

The K12 SWP application, the required forms, and all supporting documents must be submitted and certified via the NOVA reporting system on or before **Friday, October 15, 2021, by 5:00pm**, 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.**

b) 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 Regional Consortium in the region in which the applicant is applying. **Application reviews will occur from October 18, 2021, through November 19, 2021.**

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 that are determined not to align with the regional plans and/or do not meet regional economic needs (Education Code, Sections 88821 and 88830).

The K12 Selection Committee reserves the right to adjust the funding amount to align with the proposed scope of work in the application. The K12 Selection Committee may, at its discretion, award less than the amounts requested, based on review of the application and the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation. When determining grant recipients under the K–12 component of the Strong Workforce Program, the K12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants (Education Code, Section 88830(a)).

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

c) **Allowable and Non-Allowable Activities and Costs**

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

d) **Administrative Indirect Cost Rate**

An LEA may take a maximum of 4% administrative indirect costs for the term of the grant. This is the approved rate set by the Chancellor's Office. Visit the [California Department of Education](#) website for guidelines regarding direct and indirect costs.

e) **Incomplete and Late Applications**

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

❖ The application is not received and certified via submission through the NOVA reporting system by **5:00pm on Friday, October 15, 2021**. NOVA will not accept applications after the deadline.

❖ The budget exceeds the maximum amount allowed as specified in the Request for Application instructions.

❖ The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.

❖ The application is incomplete and/or missing any required documents.

f) Performance Period

Successfully awarded project applications will be funded from January 2022 to June 2024. There will be no extensions to the performance period.

I. CALENDAR OF KEY DATES FOR K12 SWP GRANT CYCLE

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

Date	Event
August 16, 2021	K12 SWP Application Released/NOVA platform opens
August 24, 2021	Bidders' Conference Webinar
September 1, 2021	NOVA platform training posted to Chancellor's Office website
September 17, 2021	Questions Submission deadline to K12SWP@cccco.edu
October 1, 2021	Regional Engagement Information Sessions conclude
October 15, 2021	K12 SWP Applications due in NOVA system
November 19, 2021	K12 Selection Committees review period concludes
November 23, 2021	K12 SWP preliminary awards announced
December 10, 2021	Appeals due to SWP Regional Consortium
December 24, 2021	SWP Regional Consortia communicate intent to award funds to LEAs and initiate subcontract process
January 2022	K12 SWP project term begins
June 2024	K12 SWP project term ends

J. TECHNICAL ASSISTANCE

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

Date and Time: Tuesday, August 24, 2021, 1:00pm – 2:30pm PT.

Register for the K12 SWP Bidder's Conference Webinar.

K12 Pathway Coordinators (K12 PCs) are available for each Community College District and their contact information can be found on the K12 Strong Workforce Program webpage. In addition, K14 Technical Assistance Providers (K14 TAPs) are available for each region (please see table below).

Table 6. K14 Technical Assistance Providers

Region	K14 TAPs	Email Address
Bay Area	Sharon Turner Don Harjo Daves-Rougeaux	turnersharon@fhda.edu don@baccc.net
Central/Mother Lode	Diane Baeza	Diane.Baeza@tcoe.org
Inland Empire/Desert	Stephanie Murillo	Stephanie.Murillo@rccd.edu
Los Angeles	Linda Bermudez	Bermudez_Linda@rsccd.edu
North/Far North	Tanya Meyer	tmeyer@frc.edu
Orange County	Michael Sacoto	Sacoto_Michael@rsccd.edu
San Diego/Imperial	Leslie Wisdom	Leslie.Wisdom@gcccd.edu
South Central Coast	Dr. Giselle Bice	giselle.bice@canyons.edu

K. RFA CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office 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 Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to K12SWP@cccco.edu **no later than Friday, September 17, 2021, at 5:00pm.** Questions submitted prior to **Tuesday, August 24, 2021**, will be addressed at the Bidders' Conference Webinar. Questions received after that date will be addressed in a subsequent Frequently Asked Questions (FAQs) document posted on the Frequently Asked Questions section of the K12 Strong Workforce Program webpage.

Following the question deadline of **Friday, September 17, 2021**, only technical questions (e.g.,questions about accessing the NOVA system, logistical challenges using NOVA or the K12 SWP online application, etc.) will be answered. No response will be provided to content questions submitted to K12SWP@cccco.edu after that date.

L. APPEALS PROCESS

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Regional Consortium for the region in which the application was submitted. **The Regional Consortium must receive the letter of appeal, with a signature by the authorized person, no later than 5:00pm on Friday, December 10, 2021.** Only e-mailed letters will be accepted. The final decision will be provided in writing within two weeks from the date that appeals are due or by **December 24, 2021**. The Regional Consortium's decision shall be the final administrative action afforded the appeal.

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

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

Table 7. Contact Information for Regional Chairs

Region	Regional Chair	Email Address
Bay Area	Rock Pfotenhauer	rock@baccc.net
Central/Mother Lode	Janice Offenbach	janice.offenbach@reedleycollege.edu
Inland Empire/Desert	Julie Pehkonen	julie.pehkonen@rcc.edu
Los Angeles	Dr. Adriene "Alex" Davis (Interim)	Davis_Adriene@rsccd.edu
North/Far North	Blaine Smith	smithbl@butte.edu
Orange County	Jesse Crete (Interim)	crete_jesse@rsccd.edu
San Diego/Imperial	Danene Brown	danene.brown@gcccd.edu
South Central Coast	Luann Swanberg	lrswanberg@pipeline.sbcc.edu

California Community Colleges

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.

If you are a new user, visit the Request Access to NOVA webpage to create an account or if you are a returning user, you can access your existing NOVA Account here.

B. NOVA TECHNICAL ASSISTANCE

NOVA Platform Applicant Training Webinar. The Chancellor's Office staff will provide a training video on using the NOVA online application platform. The training video will be pre-recorded and posted on the K12 SWP website. For questions related to the NOVA system that are not addressed in the webinar, please contact K12SWP@cccco.edu.

Training Video Posting Date: Wednesday, September 1, 2021

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.

<u>Note</u>: Grant applications are scored based on a 100-point scale as indicated in the list provided below. New K12 SWP applicants and applications proposing new CTE programs and/or pathways are eligible to receive up to 10

additional points (5 points for new CTE programs and/or pathways and 5 points for new K12 SWP applicants). Please note that these 10 points are in addition to the 100 points. A minimum average score of 75 must be obtained during the review process, which includes multiple readers and scoring rubrics, to be considered for funding.

Table 8. Application Sections

Application Section	Maximum Points
1. Pathway Identification	Not Scored/Required
2. Lead Local Education Agency (LEA)	Not Scored/Required
3. K–12 Partner Agencies (LEA)	Not Scored/Optional
4. Higher Education Partners	Not Scored/Required
5. Collaborative Partners	Not Scored/Optional
6. Problem Statement and Project Objectives	40 Points
7. Positive Considerations	20 Points
8. Industry Sectors and Pathways	Not Scored/Required
9. CTE Pathway/Program Work Plan	35 Points
10. Budget	15 Points
11. Assurances	Not Scored/Required
12. 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) Prior K12 SWP Awards: If applicable, please indicate for which round your organization, as a Lead or a K–12 Partner Agency, was awarded K12 SWP funds:

- Round 1: 2018-19
- Round 2: 2019-20
- Round 3: 2020-21

(d) CTEIG Award: If applicable, please indicate whether your organization was awarded funds in 2020-21 and whether your organization has applied for 2021–22 CTEIG funds.

Note: If available, K12 SWP applicants who were awarded funds as a Lead or K–12 Partner Agency may be requested to include information on prior awards

including a brief description of efforts K12 SWP awarded funds have supported to date.

(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 ROC/P operated by a joint powers authority or county office of education. If applying as an ROC/P based at a county office of education, be sure to select the appropriate ROC/P option.

(b) Lead LEA: Select the LEA that will serve as the Lead Agency for this CTE Pathway/Program Plan. If the agency cannot be found or if the information is inaccurate, please contact the K12 SWP help desk by clicking the link in the instructions. (Address and ADA for Lead LEA are auto-populated by NOVA.)

(c) Lead LEA Primary Contact: Please identify the individual who will serve as Primary Contact for this Pathway/Program Plan. Include name, phone, and email. If applicable, include Lead LEA Reporting Designee.

<u>Note</u>: Awarded K12 SWP LEA Leads must:

- **Agree to the Statements of Assurance (in NOVA),**
- **Ensure the Lead LEA and all K–12 Partner Agencies have an MOU with Cal-PASS Plus,**
- **Ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K–12 Partner Agencies,**
- **Have an invoice process for all K–12 Partner Agencies (sub-grantees), and**
- **Share K12 SWP-relevant communications and information with all partners.**

Any K12 SWP LEA not in compliance may be ineligible for future K12 SWP funding.

(d) Participating Schools: Enter each of the lead LEA's school(s) that is participating in the Pathway/Program Plan.

(e) Pathway/Program Region: Select the region in which you are applying. The LEA shall be located in and offer instruction within the geographical boundaries of the region from which it is applying for funds. LEAs that offer site-based instruction in multiple regions should apply within the region where the participating site is located. LEAs that offer primarily online/virtual instruction may apply only in the region within which its chartering district is located.

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

For each K–12 Partner Agency provide:

(a) K–12 Partner Agency Type from the drop-down list.

(b) K–12 Partner Agency: Select the K–12 Partner Agency for this CTE Pathway/Program Plan. (Address and ADA for K–12 Partner Agency are auto-populated by NOVA.)

Note: If the ADA for a K–12 Partner Agency is included in the application, that K–12 Partner Agency must:

- **Receive K12 SWP awarded funds and**
- **Submit all required K12 SWP Progress, Fiscal, and Cal-PASS Plus reports.**

Any K12 SWP LEA not in compliance may be ineligible for future K12 SWP funding.

(c) K–12 Partner Agency Primary Contact: Please identify the individual who will serve as Primary Contact. Include name, phone, and email. (Contact information must be provided for each K–12 Partner Agency.)

(d) K–12 Participating Schools: Enter each of the partner LEA's K–12 schools that are participating in the CTE Pathway/Program.

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

For each Higher Education Partner provide:

(a) CCC Partner: Select the CCC/CCD Partner for this CTE Pathway/Program Plan.

(b) 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 (CCD). (Address for CCC Partner(s) is auto-populated by NOVA.)

(c) CCC Primary Contact: Please identify the individual who will serve as Primary Contact for this college's participation in the CTE Pathway/Program Plan. Include name, phone, and email. (Contact information must be provided for each Partner.)

(d) (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 four-year colleges, including California State Universities, Universities of California, and private colleges.

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

For each Collaborative Partner provide:

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

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

Collaborative Partner Roles include: 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.

<u>Note</u>: **The K12 SWP Lead LEA must identify and include contact information within NOVA for the following parties:**

- **Project Lead:** Please designate one individual to be the first point of contact for the entire project. The Project Lead is the accountable party for the project.
  - Permissions include:
    - submitting and editing the application
    - editing project plan budgets and contacts
    - submitting and editing progress and expenditure reports

- **Project Lead Alternate(s):** Multiple individuals can be assigned to this role. The Alternate(s) will not be the first point of contact but will have the same permissions as the Project Lead. Communication through the NOVA system will only be received by the Project Lead.
  - Permissions include:
    - submitting and editing the application
    - editing project plan budgets and contacts
    - submitting and editing progress and expenditure reports

- **Project Contributor & Reporter:** Multiple individuals can be assigned to this role. The Project Contributor & Reporter can contribute to the application but cannot submit. This is the role that should be provided to anybody that is not a lead but is a delegate of the lead.
  - Permissions are limited to:
    - submitting and editing expenditure reports
    - editing project plans

- **Project Viewer:** Multiple individuals can be assigned to this role. The role of Project Viewer is for information purposes only. Permissions are limited to view only.

(6) Problem Statement and Project Objectives (Maximum Points: 40)

(a) Problem Statement (Maximum Points: 20 points)

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address (2,500 characters maximum).

Problem Statements should:

1. Be informed by the region's Strong Workforce Program (SWP) Regional Plan and/or region's Labor Market Information.
2. Identify the sector/industry challenge(s) or need(s) the proposed K12 SWP plan(s) will address.
3. Include sector/industry data that supports the identified challenges or need(s).
4. Use data to identify equity gaps of how student subgroups (e.g., race, gender, socioeconomics) access, experience opportunities, and complete high school course work that are aligned to STEM and high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served.

(b) Project Objectives (Maximum Points: 20 points)

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

Project Objectives should:

1. Align to the Problem Statement
2. Be informed by region's Strong Workforce Program Plan and/or region's Labor Market Information
3. Identify efforts to align career pathway(s) and/or program(s) to postsecondary pathways.
4. Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include activities that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.

(7) Positive Considerations (Maximum points: 20)

1. <u>Area of Substantial Unemployment</u>: System will display if the Lead LEA and/or Partner LEAs are located in a county considered an Area of

Substantial Unemployment defined as at or above 6.451%. (Source: California Workforce Innovation and Opportunity Act 2019–20.)

2. <u>Rural School Districts</u>: System will display if the Lead LEA and/or Partner LEAs operate within rural school districts.

3. <u>Dropout Rate:</u> Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.

4. <u>Unduplicated Pupils</u>: 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 (EducationCode, Section 42238.02).

5. <u>Special Populations</u>: Indicate whether the proposed CTE program(s) serves K–12 students that are defined as special populations per Perkins V.

6. <u>New CTE Programs/Pathways:</u> Indicate whether one or more new CTE programs/pathways are proposed.

7. <u>New K12 SWP Applicant</u>: Indicate whether the Lead and/or K–12 Partner Agency has **never** been awarded K12 SWP awards as a Lead or K–12 Partner Agency on any prior round of funding.

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

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

(b) Proposed CTE Pathway/Program Work. Select the pathway(s) to be included in the Pathway/Program Plan. At least one pathway must be selected.

(c) Identify the design purpose of the proposed K12 SWP work and for each, list the number of Pathways/Programs involved.

- Create a new pathway(s)

- Scale an existing pathway(s)

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

(9) CTE Pathway/Program Work Plan (Maximum Points: 35)

(a) High-Quality CTE Program Evaluation (Upload Program Evaluation from your 2021-22 CTEIG Application in the "Supporting Documents" section). A

completed Program Evaluation must be included for each lead and partner. Visit the [California Department of Education](#) website to download a copy of the High-Quality CTE Program Evaluation.

- **2021-22 CTEIG applicants:** For each LEA—including Lead Agency and all K–12 Partner Agencies—please upload a copy of the High-Quality CTE Program Evaluation completed for your CTEIG application.

  or

- **All other applicants:** Please complete the High-Quality CTE Program Evaluation for each LEA and upload a completed copy. Check only one box for each eligibility standard (criteria). For each box that you check, list the evidence that you have on file at your LEA in the corresponding column as you may be asked to provide that evidence. You may make comments in the last column to assist the reviewer in understanding your self-assessment scoring.

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

(b) K14 Pathway Quality Strategies

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

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

It is acceptable for the proposed work to focus on only one Strategy. Your application will be scored on only the applicable Strategy(ies) selected.

(c) CTE Pathway/Program Work Plan

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

A. Describe work to be funded by K12 SWP

B. List project activities and expected outcomes

C. Identify partner roles and responsibilities

D. Identify number of students and/or teachers to be served and the way in which they will be served and Justification for requested funds and plans for sustaining the effort (Return on Investment)

E. Describe activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include activities that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.

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

Note: For the K12 SWP Round 4 application, work plan details will be entered directly into the NOVA platform. A work plan practice template, scoring rubrics, and additional resources can be downloaded from the [K12 Strong Workforce Program](#) website.

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

(d) Leveraging other CTE Funds to Support this Work

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

- LCFF (general funds)
- Perkins V (Strengthening Career and Technical Education for the21st 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:_____

(10) Budget (Maximum Points: 15)

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

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

A budget template, budget example, and additional resources can be downloaded from the [K12 Strong Workforce Program](#) website.

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

1000 – Certificated Salaries: Certificated CTE teacher salaries

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

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

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

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

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

7000 – Indirect Costs

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

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

(11)   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 upload the Assurance Agreement form into NOVA attesting that this Pathway/Program is:

- In compliance with K12 SWP legislation (Education Code, Section 88827-88828(c)(8)(C)):
    - All partners will report outcomes and financials in the NOVA and Cal-PASS Plus systems.
- Aligned with your district(s)/partner district(s) 2021–22 LCP.
- Informed by, aligned with, and expands upon your region's Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information and regional priorities.

- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

Please attest to the assurances that the Lead LEA and Partners 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.

(12)   Supporting Documentation

Applicants **must** upload the following documents:

- Completed 2021–22 High-Quality CTE Program Evaluation for each applicable LEA participating in this work,

- A signed agreement (Statement of Assurance) with each K–12 Partner Agency whose ADA is included on the application as the students served, and

- MOUs with Cal-PASS Plus for the K12 SWP Lead LEA (if applicable) and all K–12 Partner Agencies or an action plan with expected timeline for securing MOUs.

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

E. DOWNLOADABLE APPLICATION TOOLS

For your convenience, the required application materials, scoring rubrics, and practice templates are available and downloadable. The below referenced application tools and resources can be downloaded from the K12 Strong Workforce Program website.

a. CTE Pathway/Program Work Plan practice template

b. CTE Pathway/Program Problem Statement and Project Objectives EXAMPLE

c. CTE Pathway/Program Budget and Match template

d. CTE Pathway/Program Budget and Match EXAMPLE

e. CTE Pathway/Program Scoring Rubrics

f. Statement of Assurance

g. High-Quality CTE Program Evaluation (*required*) can be downloaded from the California Department of Education website.

APPENDIX A: GRANTEE REQUIREMENTS AND GUIDELINES

A. 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 collegeand 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 careeraspirations.

❖ **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 ina 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.

B. LEVERAGING PARTNERSHIPS AND CTE FUNDING SOURCES

(a) Examples of Leveraging SWP at Partnering Community Colleges

Following are a few examples of how LEAs can leverage a partnering communitycollege's existing SWP efforts.

❖ The partnering community college offers dual enrollment and articulated courses as part of K–14 CTE pathways so that high school students can earn early college credit and enter college CTE programs with advanced standing.

❖ The partnering community college can share course syllabi and collaborate with K–12 to create vertical alignment in CTE pathways.

❖ The partnering community college counselors and the K–12 counselors collaborate so that students stay on their chosen pathway as they transition from secondary to postsecondary education.

❖ The partnering community college has an SWP-funded CTE coordinator, who is responsible for outreach and marketing of CTE programs, including promoting the K–14 pathways at secondary schools and ROCPs. The CTE coordinator can host open houses, provide college tours, speak to high school students and their parents, and share marketing collateral with the high school community.

❖ The partnering community college offers its college students apprenticeships and work-based learning opportunities through its relationships with industry. Additional work-based learning opportunities for high school CTE pathways can be established with the same industry organizations.

(b) Working Norms for Intersegmental Partnerships

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

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

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C. LEVERAGING MULTIPLE CTE FUNDING SOURCES

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

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

A high school plans to expand its CTE program, and it strategically leverages its different funding sources: Funds from LCFF are budgeted for the hiring of anew 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.

D. 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 secondaryschool.

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

- Entered registered apprenticeship after participation in high schoolpre-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.

E. REPORTING REQUIREMENTS

a) Program Outcome Measures Reporting

As a K12 SWP grant recipient, LEAs must 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 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 requiredto upload end-of-year data files, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both Lead LEA and K–12 Partner Agencies, are **required** to do the following:

1. Ensure an active MOU is on file with Cal-PASS Plus throughout the life of the awarded grant and
2. Submit and/or ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K–12 Partner Agencies (see Table 9 for details).

b) Progress and Fiscal Reporting (see Table 9 for details)

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit:

- five (5) Progress and Expenditure Reports via the NOVA Reporting System,
- three (3) Annual Course Data Reports via Cal-PASS Plus, and
- one (1) Final Report K12 Expenditure Report and Outcomes via the NOVA Reporting System.

The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section

88827. It is the responsibility of the lead LEA to ensure that all K–12 Partner Agencies on the project submit mid-year progress and expenditure reports either on their own or to the lead LEA to submit on their behalf. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

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

Table 9. K12 SWP Progress and Expenditure Report Due Dates

Date	Reports Due	Reporting System	Time Period
July 29, 2022	First Progress and Expenditure Report	NOVA	January 2022 through June 2022
	Annual Course Data Report	Cal-PASS Plus	January 2022 through June 2022
January 27, 2023	Second Progress and Expenditure Report	NOVA	July 2022 through December 2022
July 28, 2023	Third Progress and Expenditure Report	NOVA	January 2023 through June 2023
	Annual Course Data Report	Cal-PASS Plus	July 2022 through June 2023
January 26, 2024	Fourth Progress and Expenditure Report	NOVA	July 2023 through December 2023
July 26, 2024	Fifth Progress and Expenditure Report	NOVA	January 2024 through June 2024
	Annual Course Data Report	Cal-PASS Plus	July 2023 through June 2024
October 31, 2024	Final K12 SWP Expenditure Report and Outcomes	NOVA	January 2022 through June 2024

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APPENDIX B: Appendix Program-Specific Legal Terms, and Conditions

A. 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 GrantAgreement. Payment should be made as follows:

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

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

B. WORK TO BE PERFORMED

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

C. MODIFICATION/BUDGET CHANGES

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

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

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

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so.

When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded.

D. ASSURANCES, CERTIFICATES, TERMS, AND CONDITIONS

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

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

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

APPENDIX C: GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES

A. 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 grantee overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget.In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

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

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

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

What are the guidelines of allocable?

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

What is supplanting?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to

demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

Allowable and Non-Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to student success in the career pathways program.

Table 10. Allowable and Non-Allowable Activities and Costs

Allowable Activities & Costs	Non-Allowable Activities & Costs
Service contracts between members of the consortium or external service providers and technical assistants.	Supplanting existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
Costs to extend or create a new non-profit intermediary organization to link employers and educational institutions with a primary purpose of aggregating and making available work opportunities for students. Such an entity could convene and lead stakeholders, research labor market needs and align supply and demand for work-based learning and communicate the purpose and goal of the career pathways initiative within the region.	Providing sub-grants to members of the partnership or other agencies. This includes mini grants, which are different than purchase service contracts.
Fund career specialists to convene, connect, measure, or broker efforts to establish or enhance locally defined career pathways programs, and to support the provision of workplace learning opportunities for all participating students.	Expenditures for CTE courses prior to the 7th grade.
Indirect or Administrative Expenditures (Rate approved by the Chancellor's Office is 4%).	Acquiring equipment for administrative or personal use.
Meetings and Conferences – in which the primary purpose is the dissemination of technical information (meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Please be aware not to cross over into entertainment	Purchasing furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless it is an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities.

Allowable Activities & Costs	Non-Allowable Activities & Costs
costs. Must obtain prior approval from the Regional Consortium. • Note: Food is only allowed at meetings that require a working breakfast, lunch or dinner and disseminate technical information to participate. 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.	
Purchase evidence-based and/or standards-based curriculum or instructional materials that focus on a career pathway.	Purchase food services, refreshments, banquets, and/or meals not for working meetings.
Development of curriculum or instructional materials that emphasizes rigorous content within a career pathway.	Purchasing facilities; Remodeling facilities not directly related to accessibility to career pathways instruction or services.
Professional development to enhance teaching and learning, including collaborative secondary and postsecondary development of aligned curriculum and instruction.	Purchasing promotional favors, such as bumper stickers, pencils, pens, or T-shirts.
Purchase of equipment needed to upgrade existing programs or new equipment to start a career pathway program.	Purchasing subscriptions to journals or magazines.
Technical skills assessment (industry recognized certification exams/assessments). The industry certification must be part of a course, certificate, or program of the capstone activity.	Traveling outside of the United States.
Training and planning meetings between consortium personnel, including counselors, parents, college faculty, and business leaders, to support program sustainability and build awareness in the regions on the benefits for having such programs.	Providing activities or services for students not enrolled in a career pathways program.
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	

Allowable Activities & Costs	Non-Allowable Activities & Costs
the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy. OUT-OF-STATE TRAVEL: Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of- state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel.	
Postsecondary curriculum development that facilitates alignment and articulation with secondary programs leading to college degrees and/or other industry- recognized credentials that meet the needs of employers.	