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

and

**California Department of Education**

**Request for Applications**

**K12 STRONG WORKFORCE PROGRAM**

**Funding Year:** 2019 – 2020

**RFA Release Date:** October 1, 2019

**Questions Deadline:** Written questions about specifications in the Request for Applications must be received by 5:00 pm on Wednesday, October 16, 2019, via email to: [K12SWP@cccco.edu](mailto:K12SWP@cccco.edu)

**Bidders' Conference:** October 21, 2019,  
3:00 pm – 4:30 pm PST

**Application Deadline:** Applications must be received by 5:00 pm on Wednesday, December 18, 2019 in NOVA

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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# 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://nfnrc.org/swp/>
- **San Diego Imperial Counties – Strong Workforce Program Regional Plan**  
<http://myworkforceconnection.org/sdic-strong-workforce/plan/>
- **South Central Coast – Strong Workforce Program Regional Plan**  
<http://sccrcolleges.org/strong-workforce-program/community-college-swp/>

### 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 CCCCO 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 in accordance with Education Code 88827.

**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 a high 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 Programs (CAEP), as approved by the local board.
- Business, industry, philanthropic sources that will directly support the program.
- Any other source, except those described below.

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

- California Career Technical Education Incentive Grant Program (CTEIG).

- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a 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 CCCCO for information sharing on K–12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant; and

3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

## **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**

<b>Date</b>	<b>Report</b>
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 indicates 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\\_FFU1CjZZRkuZaD2ynNBVBw](https://wested.zoom.us/webinar/register/WN_FFU1CjZZRkuZaD2ynNBVBw)

## 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 CCCCO 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 Pfothauer	<a href="mailto:rock@baccc.net">rock@baccc.net</a>
Central/Mother Lode	Karri Hammerstrom	<a href="mailto:karri.hammerstrom@sccd.edu">karri.hammerstrom@sccd.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@rccd.edu">childers_karen@rccd.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@rccd.edu">chamorro_gustavo@rccd.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 CCCC website at: <https://www.cccc.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@ccc.edu](mailto:k12swp@ccc.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.

<b>Application Section</b>	<b>Maximum Points</b>
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 by NOVA)*

- b. System will display whether any of the Lead or Partner LEAs are 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. System will display whether any of the Lead or Partner LEAs are classified as rural school districts.

*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. Indicate whether the proposed CTE program(s) serves K–12 students that are defined as special populations per Perkins V.

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

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

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

- b. Proposed CTE Pathway/Program Work. Select the pathway(s) to be included in the Pathway/Program Plan. At least one pathway must be selected.
- c. Identify the design purpose of the proposed K12 SWP work and for each, list the number of Pathways/Programs involved.
  - Create a new pathway(s)
  - 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 in the “Supporting Documents” section)
  - **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 in the “Supporting Documents” section.

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, categorized by object code, and identify the funding source. Financial 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

For In-kind match, each match-contributing institution (i.e., Lead and K–12 Partner Agencies, Higher Education Partners, and Collaborative

Partners) must list the In-kind match by budget type (i.e., Person Hours, Use of Equipment, Use of Facilities, Other) and provide a brief description of funds.

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 the following documents:

- Completed 2019–20 High-Quality CTE Program Evaluation for each applicable LEA participating in this work.
- K12 SWP CTE Pathway/Program Work Plan

Although it is not required, applicants may also upload:

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

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

## E. Downloadable Application Tools

For your convenience, the required application materials, 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

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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.

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- 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 CCCCCO 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.