



Request for Application (RFA)

Regional Collaboration and Coordination Grant

Funding Years	Fiscal Year 2026 through 2029 (3 years) with option for renewal for Fiscal Year 2030 and 2031 based on performance
Funding Source	• Strong Workforce Program (SWP) Regional Share • Economic and Workforce Development Program (EWD) Employer Engagement • Perkins V: Title 1-Part B State Leadership Fund • K-12 Strong Workforce Program (<i>for which the Regional Consortia act as fiscal agents for K-12 Local Education Agencies</i>)
Total Amount Available	\$87.6M from SWP Regional Share (<i>funds distributed to colleges to support region-wide projects</i>); \$12.0M from EWD Employer Engagement; \$2.6M from Perkins V: Title 1-B; \$163.5M from K-12 Strong Workforce Program (<i>\$150M pass-through to K-12 LEAs, \$12M dedicated to technical assistance capacity, \$1.5M for admin fee</i>)
Expected Grant Term	July 1, 2026 – July 1, 2029, with the option for renewal until July 1, 2031 based on performance
Anticipated notification of intent to award	Feb. 2, 2026
Release Date	Oct. 15, 2025
Number of Awards	One grant per region (in each of the 8 regions)
Questions Deadline	Written questions about specifications in the Request for Applications must be received by 5:00 pm PDT on Wednesday, Nov. 5, 2025 via email to: RegionalCoordination@CCCCO.edu
Bidders' Conference	Tuesday, Oct. 28, 2025, 8:30-9:30 am PDT – REGISTER HERE
Application Deadline	Applications must be received by 5:00 pm PDT on Monday, Dec. 15, 2025 in NOVA

Administered by the
California Community Colleges Chancellor's Office
Regional Collaboration and Coordination Grant | Workforce and Economic Development Division
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1. Opportunity Summary

i.	Funding Agency Name	California Community Colleges Chancellor's Office, Workforce and Economic Development Division (WEDD)
ii.	Funding Opportunity Title	Regional Collaboration and Coordination Grant
iii.	Closing Date for Submissions	Monday, Dec. 15, 2025
iv.	Funding Period	Funding is for a three-year period with the option for renewal for two additional years based on performance.
v.	Award Amount awarded	One grant will be awarded to each of the eight (8) regions.
vi.	Project Start Date	July 1, 2026
vii.	Application Evaluation	Applications will be evaluated based on scoring criteria and assessed ability to meet project requirements and deliverables.
viii.	Inquiries	RegionalCoordination@CCCCO.edu

2. Introduction

Vision 2030, the Master Plan for Career Education, and the Jobs First Blueprint outline goals and strategies to equip learners and workers with the tools required to obtain living-wage roles and family-sustaining jobs. Successful implementation requires deeper cross-sector collaboration, accelerated pathway development, and a renewed focus on outcomes. The Workforce and Economic Development Division (WEDD), as part of the California Community Colleges Chancellor's Office ("Chancellor's Office"), leads career education and entrepreneurial development programs, serving as the fulcrum, to connect community colleges with workforce opportunities and supply talent to support regional job creators.

Equitable workforce and economic development – a Vision 2030 pillar – requires a responsive and inclusive system that meets the needs of both learners and employers. As California evolves, WEDD will continue to drive bold, systemwide changes to better support Regional Consortia to ensure workforce programs remain future-ready.

This Request for Application (RFA) for the Regional Collaboration and Coordination Grant marks an important evolution in the role of the Regional Consortia. Established to support coordination across California's community colleges and strengthen Career Technical Education (CTE), work-based learning, and employer engagement, the Regional Consortia provides the infrastructure to deliver on shared priorities, coordinate with different stakeholder groups, streamline communication, and increase impact across the system.

Through this RFA, the Regional Consortia will serve as strategic leaders that align institutions, stakeholders, and funding within their regions to support and execute the system's broader workforce development objectives. By embedding clear performance expectations, standardized metrics, and alignment with statewide data tools, this grant will empower colleges, through their Regional Consortia, to better track progress, measure results, and adapt over time.

While this statewide vision and role clarification provides a unifying framework, implementation of the Regional Collaboration and Coordination Grant must reflect each region's distinct context. California's eight regions have unique characteristics, labor market dynamics, and institutional priorities – this RFA is designed to support those differences, enabling each region to flourish based on its strengths and dynamics while contributing to a shared statewide strategy.

This grant represents an opportunity to strengthen and clarify the role of the Regional Consortia – creating a system with the capacity to implement at scale, adapt locally, and sustain measurable impact that advances equity and economic mobility across California.

3. Funding Opportunity

a. OVERVIEW

The Chancellor’s Office has directed four core funding streams to support the Regional Consortia in strengthening career education pathways and workforce development (showing projected 2025-26 annual funding figures):

1. **Strong Workforce Program (SWP) Regional Share** – \$87.6 million
 - *Note that this annual figure may change in future years based on how the Strong Workforce Program funding is allocated by the Chancellor’s Office. Region-specific numbers are updated annually based on changes to formulaic inputs for base and incentive funding (more detail in **Section 6**).*
2. **Economic and Workforce Development (EWD) Employer Engagement** – \$12.0 million
3. **Perkins V: Title 1-B** – \$2.6 million
4. **K-12 Strong Workforce Program (K-12 SWP)** – \$163.5 million
 - *Note that the \$150 million “allocation” portion of K-12 SWP is passed through to local K-12 education agencies, and is not for use by Regional Consortia or constituent colleges*
 - *An additional \$12 million is directed towards K-14 Technical Assistance Providers (“TAPs”, one per region) and K-12 Pathway Coordinators (“PCs”, one per district)*
 - *The remaining \$1.5 million (or the 1% administrative fee) is available for use by the Regional Consortia to support grant administration and disbursement*

Based on projected funding stream figures for the 2025-26 cycle, the Regional Consortia shall have ~\$100 million for use or distribution to support the California Community College system.

Each funding stream carries distinct statutory purposes, eligible uses, and reporting requirements. The Regional Consortia are expected to administer and coordinate these funds in a manner that advances a cohesive regional strategy and aligns with statewide priorities.

Additional details on each grant, including eligible use cases and reporting requirements, can be found in **Sections 6 through 9**.

Funding is for a three-year period with the option for renewal for two additional years based on performance. Performance will be based on the key outputs and outcomes described in Section 4.b. and additional detail on performance evaluations and reporting requirements will be sent to grant recipients upon notification of intent to award the grant.

b. VISION

The Regional Consortia have long served as critical infrastructure for the community college system, particularly in advancing career and technical education and workforce development. Through prior grant cycles, they have played a pivotal role as fiscal agents for CTE-related investments, strengthening employer engagement, and expanding work-based learning opportunities. Over time, Regional Consortia have evolved into strategic regional leaders – aligning institutions, regional partners (e.g., Workforce Development Boards), and employers around shared goals to improve student outcomes.

This RFA affirms and empowers the Regional Consortia to play a unique leadership and intermediary role, supporting colleges to execute statewide priorities through regionally coordinated strategies and implementation support. The Chancellor’s Office, through this RFA, is committed to clarifying expectations and actively investing in the continued success and support of the Regional Consortia. This includes building deeper partnerships with the Regional Consortia grounded in transparent, ongoing communication and creating meaningful opportunities to collaborate on regional coordination planning and implementation strategies.

In parallel, this RFA reflects input gathered from the Regional Consortia leaders and partners across the state – including K-14 Technical Assistance Providers (TAPs), K-12 Pathway Coordinators, Employer Engagement Specialists, College/District Leaders, Centers of Excellence, and other workforce and education partners. These leaders identified the need for clearer accountability, closer alignment with labor market priorities, integrated use of funding streams, and expanded capacity for employer engagement and work-based learning.

This **vision** is captured through five core components that will guide the Regional Consortia:

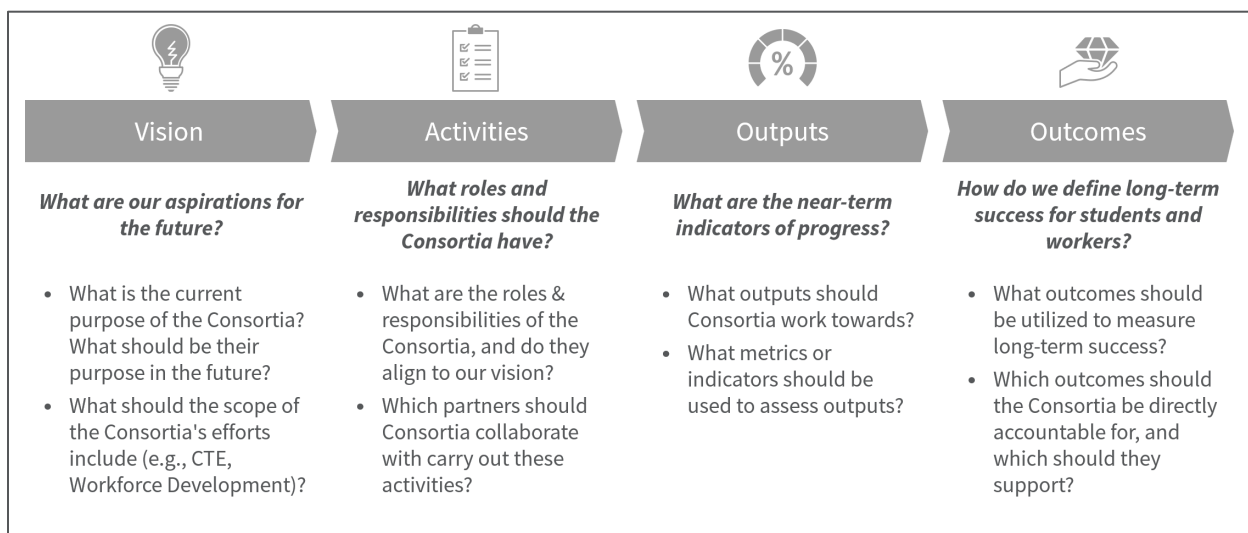
1. **Serve as a lead voice and represent community colleges on CTE, workforce development, and associated system-wide priorities** in regional convenings and conversations with the Chancellor’s Office
2. **Partner with college / district leaders to build unity** around Vision 2030 and regional goals, equitably deploying supports and resources for collective success
3. **Coordinate funding streams within and across systems** (e.g., Strong Workforce, K-16, Workforce Innovation and Opportunity Act [WIOA]) to bolster collaborative efforts

4. **Institutionalize workforce / employer partnerships** to facilitate collaboration with system partners and streamline the entry points for employers into the Community College system (e.g., to grow apprenticeships)
5. **Track and measure success**, monitoring regional CTE and workforce development outputs & outcomes, using clear and consistent metrics

As shown in Figure 1 (below), each component of the Regional Consortia **vision** is linked to a set of core **activities** that, when executed effectively, will produce measurable **outputs** or near-term indicators of progress that the Regional Consortia have direct influence over (e.g., number of CTE programs integrating work-based learning, number of joint funding proposals and regional partnerships). These outputs are expected to drive long-term improvements in student success and workforce **outcomes** (e.g., tied to Vision 2030 outcomes). Section 4 provides further detail on these responsibilities and expectations.

Figure 1

*Illustration of how the **vision** is linked to the **activities** that the Regional Consortia engage in, and how that translates to measurable **outputs** and **outcomes***



4. Role, Responsibilities, and Accountabilities

a. ROLES AND RESPONSIBILITIES

The roles and responsibilities of the Regional Consortia (“Activities”) reflect the priorities of the funding streams and are aligned to the **five components of the Regional Consortia vision**:

1. Serve as a lead voice and represent community colleges on CTE, workforce development, and associated system-wide priorities in regional convenings and conversations with the Chancellor's Office

Role: Regional Consortia lead workforce strategy, support regional CTE and K-16 workforce development, and convene colleges across system-wide priorities (in partnership with other influential regional players). To successfully play this role, key **responsibilities** for Regional Consortia include:

- Develop regional workforce and CTE strategy based on labor market needs in coordination with Centers of Excellence (CoEs) (e.g., develop CTE programs and apprenticeships within priority sectors and based on employer need)
- Advance regional K-16 strategy to integrate dual enrollment, CTE, and transfer pathways
- Coordinate regional stakeholders (e.g., CEOs, CTE deans, Workforce Development Boards (WDBs), K-16 Collaboratives) for region-wide efforts, aligned with Vision 2030
- Facilitate cross-college collaboration and best-practice sharing in region-wide forums to inform regional and state perspectives
- Provide regional curriculum recommendations for new CTE programs

2. Partner with college/district leaders to build unity around Vision 2030 and regional goals, equitably deploying supports and resources for collective success

Role: Regional Consortia form regional governance structures, such as decision-making and advisory councils, for collective decision-making around fund usage. They also lead and support workgroups of diverse stakeholders for key focus areas. To successfully play this role, key **responsibilities** for Regional Consortia include:

- Collaborate with formal governance structures (e.g., CEO Councils) to set priorities, make key strategic decisions, and approve fund usage

- Includes establishing clear decision-making and shared accountability processes, such as defining roles and authority, outlining transparent protocols for fund distribution, and documenting responsibilities across the governance group
 - Stand up and lead working groups to design and support implementation of regional projects and ongoing engagements across focus areas (e.g., work-based learning strategy for key sectors)
-

3. Coordinate funding streams within and across systems (e.g., Strong Workforce, K-16, WIOA) to bolster collaborative efforts

Role: Regional Consortia ensure regional investments for each funding stream are aligned to their core outputs. They also coordinate resources across/between funds to amplify impact towards these outputs. To successfully play this role, key **responsibilities** for Regional Consortia include:

- Lead implementation of region-wide investments in priority areas
 - Includes monitoring program outcomes and reallocating investments as needed
 - Support local implementation through fund allocation and alignment with regional goals
 - Includes setting clear criteria, publishing funding decisions, monitoring budgets, and providing technical assistance to ensure compliance with grant requirements
 - Includes ensuring that funded efforts align with regionally prioritized outcomes, labor market needs, and systemwide Vision 2030 goals
 - Coordinate resources across multiple funding streams (e.g., Strong Workforce and EWD) and/or with external partners (e.g., WDBs) to maximize efficiency and collective outcomes
-

4. Institutionalize workforce/employer partnerships to facilitate collaboration with system partners and streamline the entry points for employers into the Community College system (e.g., to grow apprenticeships)

Role: Regional Consortia coordinate employer engagement across stakeholders (e.g., WDBs and EDOs). They also support employers with developing regional partnerships and programs (e.g., apprenticeships, curriculum advisory committees). To successfully play this role, key **responsibilities** for Regional Consortia include:

- Engage employers to expand work-based learning & pathway opportunities (e.g., nursing clinical placements) in addition to general programming (e.g., job fairs)
 - Includes collaborating with apprenticeship intermediaries (e.g., LAUNCH, Northern California Apprenticeship Network [NCAN]) and offering regional resources to develop apprenticeships and expand existing efforts
- Partner with WDBs and EDOs to coordinate upskilling / training efforts (e.g., increase colleges on the Eligible Training Provider List (ETPL), increase in co-location of America's Job Centers of California (AJCCs) on community college campuses) and facilitate sector-based partnerships
- Establish streamlined entry points for employers into the college system (e.g., regional Customer Relationship Management (CRM) tools, designated liaisons) to simplify engagement and ensure consistency across colleges
- Institutionalize cross-system coordination across colleges, employers, and workforce partners (e.g., joint needs assessments, shared outcome data) to improve accountability and student success

5. Track and measure success, monitoring regional CTE and workforce development outputs and outcomes, using clear and consistent metrics

Role: Regional Consortia establish annual workplans and routinely report progress against desired metrics (e.g., annually report Strong Workforce Program CTE metrics). To successfully play this role, key **responsibilities** for Regional Consortia include:

- Develop regional workplans to define annual goals, activities, and resource allocation across funding streams in line with Vision 2030 and regional priorities
 - Includes supporting project-level workplans and completing reporting for Strong Workforce
- Collect and share metrics to track progress on Regional Consortia outputs, inform decision-making, and meet state and federal reporting requirements
- Includes sharing and communicating outcomes with regional stakeholders, setting clear performance targets, and utilizing metrics to adjust strategies and workplans based on demonstrated impact and in line with state and regional goals

b. OUTPUTS AND OUTCOMES

This RFA defines a clear set of **outputs** or near-term indicators that demonstrate effective execution of the Regional Consortia’s roles and responsibilities, and **outcomes** or longer-term impacts that these activities aim to influence.

This approach, based on input from regional leaders (e.g., Regional Consortia Chairs, K-14 TAPs, K-12 Pathway Coordinators, Employer Engagement Specialists, College/District Leaders), is designed to streamline how progress is measured, support alignment and coordination of funding across programs, and reduce duplication of efforts. By focusing on an agreed set of outputs and outcomes, the Regional Consortia can more easily plan, track, and communicate their impact while driving toward shared goals.

Please note the following **outputs** and **outcomes** incorporate existing metrics (e.g., Strong Workforce Program CTE metrics) that are required for statewide reporting and are tied to incentive funding. Additional details on Strong Workforce can be found in **Section 6.d**.

i Outputs

Outputs are near-term indicators that demonstrate effective execution of the Regional Consortia’s roles and responsibilities. The Regional Consortia will be responsible for establishing the systems and processes to actively track and share progress on these outputs.

Role	Measurable Outputs (i.e., near-term indicators of progress)
1. Lead workforce strategy, support regional CTE and K-16 pathway development, and convene colleges across system-wide priorities	<i>Detailed table to follow</i>
2. Form regional governance structures for collective decision-making around fund usage; Lead and support workgroups of diverse stakeholders for key focus areas	<i>Associated outputs measured as part of Role 1, Responsibility D (see detailed table below)</i>
3. Ensure regional investments for each funding stream are aligned to core outputs; Coordinate resources across/between funds to amplify impact	- Dollar value of funding coordinated across grants (e.g., SWP, EWD) and with external partners (e.g., WDBs) – <i>not including matched funds</i> <i>Include disaggregated metrics for strategic area (e.g., new CTE programs) and type of project (e.g., region-wide vs. sub-regional project)</i>

Role	Measurable Outputs (i.e., near-term indicators of progress)
4. Coordinate employer engagement across stakeholders; Support employers with developing regional partnerships and programs	Detailed table to follow
5. Establish annual workplans and routinely report progress against desired metrics	Percent of workplan activities that achieve stated milestones on time <i>As part of the annual workplan evaluation, the Chancellor's Office may schedule follow-up discussions to understand the reasons behind missed milestones and to align on strategy moving forward</i>

Detailed Outputs for Role 1: Lead workforce strategy, support regional CTE and K-16 pathway development, and convene colleges across system-wide priorities (in partnership with other influential regional players)

Responsibility	Measurable Outputs
A. Develop regional workforce and CTE strategy based on labor market needs in coordination with CoEs (e.g., develop CTE programs within priority sectors and employer need)	- Number of students enrolled at community colleges within your region <i>Include disaggregated metrics for students enrolled in CTE vs. non-CTE programs</i> - Number of students completing 9+ CTE units within the academic year <i>[Leveraged in Strong Workforce Program]</i> - Number of students completing a noncredit CTE or workforce prep course <i>[Leveraged in Strong Workforce Program]</i>
B. Advance regional K-16 strategy to integrate dual enrollment, CTE, and transfer pathways	Number of students entering registered apprenticeship after participation in high school pre-apprenticeship program
C. Coordinate regional stakeholders (e.g., CEOs, WDBs, CTE deans) for region-wide efforts, aligned with Vision 2030	Number of distinct stakeholder groups (e.g., CEOs, CTE Deans, WDBs, CBOs) actively engaged in at least two regional convenings or initiatives within the year
D. Facilitate cross-college collaboration and best-practice sharing in region-wide forums to inform regional and state perspectives and advance Vision 2030 goals	Percent of colleges in region actively participating in convenings & collaborations to advance Vision 2030 and regional goals (e.g., advisory groups, cross-functional teams)
E. Provide regional curriculum approval for new CTE programs (as required by legislature)	Number of CTE programs reviewed and recommended based on labor market information

Detailed Outputs for Role 4: Coordinate employer engagement across stakeholders (e.g., Workforce Development Boards, Economic Development Organizations); Support employers with developing regional partnerships and programs [e.g., work-based learning opportunities, curriculum advisory committees])

Responsibility	Measurable Outputs
A. Engage employers to expand work-based learning & pathway opportunities (e.g., nursing clinical placements) in addition to general programming (e.g., job fairs)	- Number of work-based learning participants / students - Number of students who have attained apprenticeship journey level status - Number of regional career events held (e.g., job fairs, industry panels) and total student attendance
B. Partner with WDBs and EDOs to coordinate upskilling / training efforts (e.g., increase colleges on ETPL, increase in co-location of AJCCs on CCC campuses) and facilitate sector-based partnerships	Number of WDBs or EDOs in an active, ongoing partnership (e.g., labor market research initiative, colocation of AJCCs, advisory board member, signed MoU)
C. Establish streamlined entry points for employers into the college system (e.g., regional CRM tools, designated liaisons) to simplify engagement and ensure consistency	- Number of employers engaged in local programs / events through Regional Consortia employer engagement liaisons or a centralized relationship management system <i>[Optional] Number of student-employer connections made (e.g., student connects with employer at job fair and <u>follows up</u> to apply for an internship opportunity)</i>
D. Institutionalize cross-system coordination across colleges, employers, and workforce partners (e.g., joint needs assessments, shared outcome data) to improve accountability and student success	<i>[Optional] Additional student outcome metrics that are being tracked due to coordination with partners outside of community colleges (e.g., wage progression over time, participation in co-enrolled services such as workforce readiness programs)</i>

ii Outcomes

Outcomes are longer-term student and workforce impacts that the Regional Consortia activities aim to influence. Most of these metrics have existing tracking mechanisms, indicating that no additional infrastructure is required to support reporting.

Outcome Type	Measurable Outcomes
Enrollment & Completion	- Total student enrollment - Percent of students earning a degree, certificate, or apprenticeship status <i>[Leveraged in Strong Workforce Program]</i> - Percent of students transferring to a four-year institution <i>[Leveraged in Strong Workforce Program]</i>
Employment & Earnings	- Percent of students employed (for CTE students, in a job related to their field of study) <i>[Leveraged in Strong Workforce Program]</i> <i>[Optional] Job title and employer / industry for exiting students</i> - Median annual earnings for exiting students <i>[Leveraged in Strong Workforce Program]</i> - Median change in earnings after completion for exiting students <i>[Leveraged in Strong Workforce Program]</i> - Percent of exiting students attaining a living wage <i>[Leveraged in Strong Workforce Program]</i>
Labor Market Indicators <i>(as available)</i>	- Reduction in job vacancies in high-priority sectors - Increased employment in target sectors - Employer satisfaction with workforce readiness - Labor force participation rate for priority populations

**When possible, metrics should be disaggregated to evaluate/reflect equity for each outcome*

c. GOVERNANCE

Regional Consortia operate with governance and decision-making structures that align with the legislative requirements under the SWP. These structures are intended to ensure responsibilities are carried out effectively and equitably, create shared ownership and transparency across districts, and ensure regional alignment in use of funds.

At a minimum, each Regional Consortium must engage all community college districts within their region in the development of its operating model and processes, describing how decisions regarding funding and program priorities will be made. **In addition, Regional Consortia are expected to collaborate with a wide range of regional partners**, such as adult education consortia, workforce development boards, CSU/UC campuses, labor representatives, and industry leaders, ensuring these groups can provide input on regional priorities and direction.

Regions have flexibility to define the structure that works best for them. For example, with voting, some regions may use one vote per district cast by a CEO or designated representative, while others may use a consensus model or weighted voting based on agreed-upon factors. This flexibility allows each Regional Consortia to design a governance model that reflects its institutional landscape and unique regional needs.

Regional Consortia shall adopt three common elements of high-performing governance structures, to ensure efficient and collaborative planning, including:

- **Streamlined governance structures (e.g., two-tiers)** with voting boards providing approval and guidance, and workgroups serving as the planning and implementation arm for the Regional Consortia
- **Regional Consortia Chairs serving as strategic leads and ensuring alignment across regional stakeholders**, contributing to long-term planning, offering guidance, and serving as point-of-contact for Chancellor's Office leadership
- **Clear roles and expectations for voting members** outlining their decision rights, how to engage effectively regionally, and ways to remain informed and active

5. Summary of Funding Portfolio by Region

The following tables summarize the latest projected annual allocation across regions and grants. Funding is contingent upon the final California state budget for each fiscal year (FY), and each grant has its own cadence and mechanism of disbursement that are not aligned.

More details on each grant, including eligible use cases and reporting requirements, can be found in **Sections 6 through 9**.

Regions	Bay Area	Central Valley / Mother Lode	Inland Empire / Desert	Los Angeles
Strong Workforce Program Regional Share	\$16,339,934	\$11,744,810	\$9,215,839	\$15,380,284
<i>Base Allocations</i>	\$13,684,257	\$9,877,621	\$7,850,293	\$12,291,481
<i>17% Incentive</i>	\$2,655,677	\$1,867,189	\$1,365,546	\$3,088,803
EWD Economic Development	\$2,316,426	\$1,450,936	\$1,263,136	\$1,677,004
Perkins V: Title 1-B ¹	\$451,954	\$331,278	\$267,585	\$461,574
K-12 Strong Workforce	\$31,191,153	\$23,508,291	\$21,890,071	\$26,194,562
<i>K-12 Allocations</i>	\$28,288,270	\$21,929,001	\$20,188,189	\$24,172,834
<i>TAPs and PCs</i>	\$2,620,000	\$1,360,000	\$1,500,000	\$1,780,000
<i>1% Admin Fee</i>	\$282,883	\$219,290	\$201,882	\$241,728
Total	\$50,299,467	\$37,035,315	\$32,636,631	\$43,713,424

Regions	North / Far North	Orange County	San Diego / Imperial	South Central Coast
Strong Workforce Program Regional Share	\$12,380,468	\$7,700,110	\$8,229,553	\$6,561,002
<i>Base Allocations</i>	\$10,720,759	\$6,168,887	\$6,886,847	\$5,479,855
<i>17% Incentive</i>	\$1,659,709	\$1,531,223	\$1,342,706	\$1,081,147
EWD Economic Development	\$2,054,027	\$1,070,659	\$1,127,954	\$1,039,858
Perkins V: Title 1-B ¹	\$345,527	\$239,658	\$247,452	\$224,973
K-12 Strong Workforce	\$21,951,023	\$12,410,407	\$15,180,250	\$10,944,174
<i>K-12 Allocations</i>	\$19,965,840	\$11,497,537	\$13,961,751	\$10,944,174
<i>TAPs and PCs</i>	\$1,780,000	\$800,000	\$1,080,000	\$1,080,000
<i>1% Admin Fee</i>	\$205,183	\$112,870	\$138,499	\$97,665

Regions	North / Far North	Orange County	San Diego / Imperial	South Central Coast
Total	\$36,731,045	\$21,420,834	\$24,785,209	\$18,770,007

1. Allocations were based off the regional percentage Economically Disadvantaged Students (EDS) number from the most recent data available in DataMart, as well as Perkins core indicator data. One of the eight regions' funding amounts were determined by using the college's Guardrail allocation, which is a decrease in the college's funding of 15% from its prior year's allocation based on the college's performance.

Note: All funding allocations are preliminary and subject to change for the 2026-27 fiscal year.

6. Strong Workforce Program (SWP) Regional Share – Allocation, Use, And Reporting

a. BACKGROUND AND RELEVANCE

The Strong Workforce Program (SWP) was established in 2016 within the California Community College system to strengthen Career Technical Education (CTE). Its objectives include improving the availability and quality of CTE programs, tightening alignment with regional labor markets, and increasing the number of students that complete postsecondary programs and secure high-quality jobs.

Regional Consortia are designated planners and implementers of the SWP Regional Share, tasked with coordinating the use of these funds across colleges and stakeholders to address region-specific workforce needs. Note that the “Regional Share” allocation shown in **Section 5** is only a portion of the total Strong Workforce Program funding – beyond this allotment that goes to Regional Consortia, a “Local Share” is distributed directly to individual community college districts to strengthen local CTE efforts, and a “5% Admin” portion of funds is appropriated for statewide activities to improve and administer the program.

Each Regional Consortia is responsible for overseeing a transparent and inclusive annual application process through which colleges and districts within the region may request SWP Regional Share funding. These duties include:

- Develop and issue regional call for proposals, aligned with the region’s labor market priorities, SWP goals, and other relevant elements of the regional plan developed by the Regional Consortia
- Stand up a Regional Selection Committee composed of diverse institutional stakeholders to evaluate applications by colleges on projects funded through the Regional Share of Strong Workforce
- Establish a fair and objective process for scoring and selecting applications, including the use of standardized rubrics and documented criteria
- Align investments with labor market demands, avoid duplication, and demonstrate clear potential for improving student outcomes
- Coordinate technical assistance and capacity building to support colleges in proposal development, particularly for emerging or equity-centered projects
- Track implementation progress, ensuring compliance with state and federal guidelines, and reporting investment and performance data through the NOVA system

b. ELIGIBLE USES

Regional Share funds may be expended to support activities that fulfill the statutory goals of the Strong Workforce Program as outlined in Education Code sections 88820–88826. The outlined purpose is “funding regionally prioritized projects and programs that meet the needs of local and regional economies, including development of short-term workforce training programs focused on California’s economic recovery from COVID-19 beginning in 2020, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans.” Additional details can be found in the Strong Workforce Program Frequently Asked Questions (FAQs) posted on the [Chancellor’s Office website](#).

c. MATCH REQUIREMENTS

No match requirements apply to the Regional Share portion of the Strong Workforce Program.

d. INCENTIVE FUNDING

Both Local and Regional Shares of the Strong Workforce Program have separate allocations for “base” vs. “incentive” funding:

The Base allocation makes up 83% of Regional Share Strong Workforce Funding and is calculated formulaically based on (1) number of career education full-time employees (FTEs), (2) unemployment rate, and (3) number of job openings in each community college district.

The remaining 17% is reserved for incentive funding, allocated based on performance against a set of defined metrics (detailed in “Metrics” section below).

The incentive model works as follows:

1. A point system is defined to aggregate each district’s annual performance across all eight SWP incentive metrics. Students tagged as economically disadvantaged (internally defined per Perkins) count for double points on most metrics.
2. Points for all districts in each region are totaled to create eight regional scores for that year.
3. These scores are added together to create a statewide sum. This sum is divided by the amount of funding available for that year’s total incentive funding pool (e.g., ~\$14.6M in FY25-26) to create a dollar value per point.
4. This dollar value per point is multiplied by each region’s score to determine how much incentive funding each region will receive that year.

e. REPORTING CADENCE

Each year, Strong Workforce Program funds are disbursed with required reporting on a semiannual basis. The reporting instructions below are tentative based on the current 2025-26

cycle, as the recipient of this RFA will assume responsibility for administering SWP funds beginning with the 2026-27 cycle.

2026-27 Tentative Program Planning and Reporting: SWP spending plans for 2026-27 must be submitted and certified in [NOVA](#) by no later than **5 p.m. PDT on Oct. 31, 2026**. Please ensure that your local and regional plan approval processes are completed by the above deadline. Districts and regions will have 24 months to expend 2026-27 allocation funding and are expected to report their expenditures for the 2026-27 allocation on the following dates:

Reporting Deadline	Reporting Type	Activity Period
Feb. 15, 2027	Q2 Fiscal and Programmatic	July 1, 2026 – Dec. 31, 2026
Aug. 15, 2027	Q4 Fiscal and Programmatic	Jan. 1, 2027 - June 30, 2027
Feb. 15, 2028	Q2 Fiscal and Programmatic	July 1, 2027 – Dec. 31, 2027
Aug. 15, 2028	Q4/Final Fiscal and Programmatic	Jan. 1, 2028 - June 30, 2028

f. METRICS

As highlighted in the “Incentive Funding” section, a set of defined metrics dictate each region’s incentive funding levels for the following year. Data to calculate these metrics is pulled from state sources including the Chancellor’s Office Management Information Systems (MIS), National Student Clearinghouse, Employment Development Department (EDD) Unemployment Insurance (UI) wage records, and the CTE Outcomes Survey. Please note that no separate data submission is required from grantees.

Metric Type	Metric
Learning Progress	- Students who earned 9+ CTE units in the district in a single year - Students who completed a noncredit CTE or workforce preparation course
Credential Attainment	Students who earned a degree, certificate, or attained apprenticeship journey status
Transfer	Students who transferred to a four-year postsecondary institution
Employment	CTE students with a job closely related to their field of study
Earnings	- Median annual earnings for exiting students - Median change in earnings for exiting students - Exiting students who attained the living wage

Since many of these metrics are long-term **outcomes** of projects and initiatives, additional metrics to reflect the direct **outputs** of Regional Consortia responsibilities have been outlined in **Section 4.i**. Evaluation of the Strong Workforce Program component of the grant will focus on the metrics covered in:

- Vision Component 1: Serve as lead voice & represent community colleges on CTE, workforce development, and associated system-wide priorities in regional convenings and conversations with the Chancellor's Office
- Vision Component 2: Partner with college/district leaders to build unity around regional goals and Vision 2030, equitably deploying supports and resources for collective success
- Vision Component 5: Track and measure success, monitoring regional CTE and workforce development outputs & outcomes, using clear and consistent metrics

g. TECHNICAL ASSISTANCE

This purpose of technical assistance is to empower districts and colleges in the region to effectively access, implement, and report on each of the grants, ensuring alignment with labor market needs and maximizing student success.

Key components of technical assistance for this grant include:

- **Proposal Development and Capacity Building**

Provide support to district/colleges in developing high-impact, equity-centered proposals through:

- **Regional SWP Proposal Workshops**

Hold annual workshops each fall to guide colleges through the application process, including labor market alignment, equity strategies, and budgeting

- **Office Hours and Clinics**

Host quarterly virtual office hours and targeted clinics for colleges that need support in proposal design, especially for emerging or under-resourced programs

- **Templates and Toolkits**

Provide standardized proposal templates, scoring rubrics, and readiness checklists to streamline development and alignment with regional priorities

- **Performance Optimization and Incentive Funding**

To help colleges improve performance on SWP metrics and maximize incentive funding:

- **Metric Deep-Dive Sessions**

Host biannual sessions explaining each of the SWP metrics, including strategies for improvement and how performance translates into funding

- **Equity-Focused Data Coaching**
Support colleges quarterly in analyzing disaggregated data to identify and close equity gaps in CTE outcomes
- **Regional Performance Dashboards**
Provide colleges with access to dashboards showing real-time progress on SWP metrics, enabling data-informed decision-making
- **Administrative and Fiscal Support**
To ensure accurate and timely reporting through NOVA and other systems:
 - **NOVA Reporting Clinics**
Offer biannual trainings on fiscal and narrative reporting requirements, tailored to new and returning users
 - **Compliance Checklists**
Distribute compliance checklists to all colleges annually to ensure alignment with state and federal guidelines
 - **Peer Learning Forums**
Facilitate biannual sessions for colleges to share best practices and troubleshoot common reporting challenges
 - **Communication Infrastructure**
Maintain a centralized communication system (e.g., shared calendar, email updates, and document repository) to ensure districts and colleges have access to the latest guidance, deadlines, and reporting tools

7. Economic and Workforce Development (EWD) Employer Engagement – Allocation, Use, and Reporting

a. BACKGROUND AND RELEVANCE

The Economic and Workforce Development (EWD) Program was established in 1991 within the California Community College system to strengthen the state's economy through workforce training and employer engagement. Objectives include fostering industry-driven education, enhancing the responsiveness of career education programs to labor market needs, and promoting student success in high-demand fields.

Regional Consortia are designated facilitators of EWD employer engagement efforts, tasked with coordinating activities that connect colleges with employers, industry associations, and workforce partners to support sector strategies and regional workforce priorities.

b. ELIGIBLE USES

EWD Employer Engagement funds may be expended only to support activities that fulfill the statutory mission and guiding principles of the Economic and Workforce Development Program as outlined in Education Code sections 88600–88651. Statutory goals include:

- Advancing California's economic growth and competitiveness
- Supporting labor market-aligned training
- Promoting sector strategies and regional coordination
- Using data for decision-making and accountability

The following is a non-exhaustive list of acceptable uses:

- Activities that directly respond to the needs of employers, workers, and students, including convening employer advisory groups and assessing regional workforce gaps
- Regional collaboration and alignment with workforce and education partners to foster well-articulated career pathways and sector strategies
- Development of employer-driven curriculum and program models informed by labor market data and industry validation
- Implementation of work-based learning opportunities, such as internships, apprenticeships, and incumbent worker training, in partnership with industry
- Investment in platforms, strategies, and communication tools that improve accessibility of programs to employers and underserved student populations
- Professional development for faculty and staff focused on effective employer engagement, industry partnership building, and sector-based service delivery

- Participation in or support for the coordination of apprenticeship training activities consistent with guidance from the Division of Apprenticeship Standards (DAS)
- Data-informed planning and continuous improvement efforts that measure outcomes for students, workers, and employers, and that support ongoing accountability

c. MATCH REQUIREMENTS

Programs and activities that utilize EWD funds require a match of 100% by the awarded district/college. For example, using facilities rent as match demonstrates the district's support and commitment to the project, which is one of the evaluation factors for competitive awards. Examples of match include:

- District commitment such as supervision, rent, utilities, etc.
- Federal grants (e.g., Perkins)
- Other state grants (e.g., Strong Workforce Program)
- Equipment donations
- Professional time donated to the project by individuals (outside of colleges)
- Donations of office space or meeting locations (at market rental value)
- In-kind services by outside organizations (e.g. mailings, advertisements in existing flyers, labor hours paid for during training)
- Donations of booth space or conference attendance
- Full-Time Equivalent Students (FTES) Apportionment

Indirect administrative overhead costs shall not exceed 4% of the total grant amount.

d. INCENTIVE FUNDING

EWD Employer Engagement does not include incentive funding.

e. REPORTING CADENCE

EWD reporting occurs on a bi-annual basis:

Reporting Deadline	Reporting Type
Jan. 31, 2027	First Report
June 30, 2027	Second Report
Jan. 31, 2027	Third Report

Reporting Deadline	Reporting Type
June 30, 2028	Fourth Report
Feb. 28, 2029	Final Report

f. METRICS

The EWD Employer Engagement program will evaluate progress based on metrics covered in:

- Vision Component 4: Institutionalize workforce/employer partnerships to facilitate collaboration with system partners and streamline the entry points for employers into the Community College system

See Section **4.b.i.** on the specific **Output** metrics that align to this component of the Regional Consortia vision.

g. TECHNICAL ASSISTANCE

Key components of technical assistance for this grant include:

- **Technical Support**
 - As needed, provide direct technical assistance to colleges and district projects to ensure successful implementation of workplan objectives and activities
- **Program Innovation**
 - Convene quarterly forums or check-ins with colleges and districts to co-design and share innovative curricula, strategies, and delivery models that can be tested and scaled
- **Data and Accountability**
 - Conduct biannual check-ins to review data quality, assess milestone progress, and support consistent outcome tracking with clear and measurable indicators
- **Chancellor's Office Collaboration**
 - Partner with the Chancellor's Office Dean of Economic and Workforce Development to support program goals and statewide priorities
 - Work with the Chancellor's Office regional monitor to ensure that the project/programs evolve, stays relevant and adds value to the existing efforts of individual colleges or regional efforts
- **Communication and Liaison Role**

- Establish and maintain strong communication channels among community colleges implementing EWD programs, serving as a liaison between the field and the Chancellor's Office
- Share monthly updates from the field and elevate urgent challenges to the Chancellor's Office as needed
- **Program Coordination**
 - Coordinate the broader objectives of the EWD Program by fostering strong linkages with the Chancellor's Office, the Economic and Workforce Development Advisory Committee, and other Regional Consortia Chairs
- **Capacity Building**
 - Participate in Leadership Team subcommittees as directed by the Chancellor's Office, completing assigned tasks that strengthen institutional support and expand systemwide capacity for the EWD Program

8. Perkins V: Title 1-B – Allocation, Use, and Reporting

a. BACKGROUND AND RELEVANCE

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) allocates federal funds to states to improve career and technical education (CTE) programs. Up to ten percent of a state's allotment can be used for State leadership activities. These funds are intended to improve CTE by supporting various initiatives, such as launching region-wide employer advisory councils, expanding work-based learning models in priority sectors, or improving alignment of career pathways across high school and college.

The Regional Consortia, by leveraging Perkins V state leadership dollars, can undertake a variety of activities that align with and advance the goals of California's Master Plan for Career Education and Vision 2030, which prioritize collaboration, equity, workforce readiness, and student support.

b. ELIGIBLE USES

Within the 25 permissible uses of Perkins V state leadership funds (SEC. 124. (20 U.S.C. 2344) STATE LEADERSHIP ACTIVITIES), each Regional Consortia is to abide by the following eligible uses when preparing their workplan for the grant:

- Developing statewide programs of study
- Approving locally developed programs of study
- Establishing statewide articulation agreements
- Establishing statewide sector or industry partnerships
- High-quality comprehensive professional development
- Supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective instructional personnel
- Awarding incentive grants to eligible recipients
- Supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with 11 recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications
- Pay for success initiatives leading to a recognized postsecondary credential
- Supporting CTE programs for adults and out-of-school youth
- Supporting competency-based curricula
- Supporting programs of study or career pathways in areas declared to be in a state of emergency

- Partnering with qualified intermediary organizations
- Improving career guidance and academic counseling programs
- Supporting the integration of employability skills into CTE programs and programs of study
- Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), supporting the integration of arts and design skills, and supporting hands-on learning, particularly for students who are members of groups underrepresented in such subject fields
- Supporting career and technical student organizations (CTSOs)
- Establishing and expanding work-based learning opportunities
- Integrating and aligning programs of study and career pathways
- Supporting the use of CTE programs and programs of study aligned with in-demand industry sectors or occupations
- Making all forms of instructional content widely available
- Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes
- Supporting accelerated learning programs that are part of a program of study
- Supporting career academies
- Other State Leadership activities that improve CTE

Additional details on eligible uses for Perkins V: Title 1-B can be found in **Appendix B**.

c. MATCH REQUIREMENTS

This RFA does not require Regional Consortia to match funds for Perkins V: Title 1-B. Please note that this is a change from the previous Regional Collaboration and Coordination Grant (2021).

d. INCENTIVE FUNDING

Perkins V: Title 1-B does not include incentive funding.

e. REPORTING CADENCE

Regional Consortia Chairs should utilize data, dashboards, and reporting tools to provide evidence that the region is “moving the needle” towards student success, not limited to the following:

- Quarterly and Annual narrative reporting within the NOVA system

- Quarterly and Annual fiscal reporting within the NOVA system
- Report progress on closing gaps identified in the Consolidated Local Needs Assessment (CLNA)
- Report progress on Vision 2030 regional benchmarks

f. METRICS

The Perkins V: Title 1-B grant will evaluate progress based on metrics covered in:

- Vision Component 1: Serve as lead voice & represent community colleges on CTE, workforce development, and associated system-wide priorities in regional convenings and conversations with the Chancellor's Office
- Vision Component 3: Coordinate funding streams within and across systems (e.g., Strong Workforce, K-16, WIOA) to bolster collaborative efforts

See Section **4.b.i.** on the specific **Output** metrics that align to these components of the Regional Consortia vision.

g. TECHNICAL ASSISTANCE

Key components of technical assistance for this grant include:

- **Provide support to district/colleges by:**
 - Hosting monthly virtual office hours and targeted clinics for colleges that need support in the Comprehensive Local Needs Assessment (CLNA) design, in alignment to the regional plan
- **Equity-Focused Data Coaching**
 - Support colleges in analyzing disaggregated data in reference to the Perkins core indicators to identify and close equity gaps in CTE outcomes
- **To ensure accurate and timely reporting through NOVA and other systems offer:**
 - NOVA Reporting Clinics
 - Bi-annual training on fiscal and narrative reporting requirements, tailored to new and returning users
 - Quarterly Compliance Checklists to distribute to all colleges to ensure alignment with Perkins Federal guidelines
- **Establish Peer Learning Forums to:**
 - Facilitate sessions for colleges to share best practices and troubleshooting common reporting challenges
- **Establish Chancellor's Office Collaboration**

- Partner with the Chancellor's Office Dean of Economic and Workforce Development to support program goals and statewide priorities. Furthermore, work with the Chancellor's Office regional monitor to ensure that the project/programs evolve, stays relevant and adds value to the existing efforts of individual colleges or regional efforts

9. K-12 Strong Workforce Program – Allocation, Use, and Reporting

a. BACKGROUND AND RELEVANCE

The K-12 Strong Workforce Program (K-12 SWP) was established in 2018 as outlined in Education Code 88827 to invest \$150 million annually in high-quality K-12 career technical education (CTE). It is designed 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.

The Chancellor’s Office, in partnership with the California Department of Education, administers the program through the Regional Consortia. Each Regional Consortia serves as the regional fiscal agent, responsible for issuing sub-grants to eligible local education agencies (LEAs) through a competitive K-12 Selection Committee process. Regional Consortia are tasked with facilitating this process by:

- Establishing and convening a representative regional selection committee
- Ensuring a fair and transparent process for reviewing LEA applications
- Providing technical assistance to LEAs throughout the application process
- Ensuring regional alignment to labor market needs and K-14 pathways

While Regional Consortia do not directly manage key talent roles funded by K-12 SWP, they do support and coordinate closely with them, namely:

- Eight K-14 Technical Assistance Providers (TAPs), one per region, who facilitate cross-system collaboration, help implement career pathways, and support LEAs and community colleges with program alignment
- Seventy-two K-12 Pathway Coordinators (PCs), one per community college district, who are housed at LEAs and provide local implementation support, outreach, and coordination with colleges and employers

K-14 TAPs and K-12 PCs operate within the broader Regional Consortia ecosystem and play a critical role in aligning K-12 and community college efforts across the region.

Regional Consortia also receive an additional \$1.5 million (1% of total K–12 SWP allocation) to support administrative functions of delivering these funds. The remainder of funds is distributed directly to LEAs for project implementation.

b. ELIGIBLE USES

Regional Consortia receive 1% of their region’s total K-12 SWP allocation for administrative costs. These funds must be used solely to support the Regional Consortia’s role as a fiscal agent and regional coordinator. Allowable uses include:

- Managing sub-grant distribution, compliance, and fiscal reporting
- Supporting the K-12 Selection Committee process
- Overseeing grantee reporting through NOVA and Cal-PASS Plus
- Coordinating with K-14 TAPs and K-12 PCs to align regional strategy and data
- Hosting convenings and communication efforts related to program oversight

All expenditure must be necessary, reasonable, and directly tied to program administration. Use of funds for implementation or instruction is not permitted.

c. MATCH REQUIREMENTS

The RFA does not require Regional Consortia to match funds for K-12 SWP, as Regional Consortia serve in a pass-through capacity, awarding sub-grants to K-12 LEAs.

d. INCENTIVE FUNDING

K-12 SWP does not include incentive funding. Funds are competitively awarded based on application merit and selection criteria with no formula-based or performance-linked funds.

e. REPORTING CADENCE

Similar to the Strong Workforce Program, K-12 Strong Workforce funds have required reporting on a semiannual basis. In addition, there are mandatory annual course data reports and a final K-12 SWP expenditure report with narrative responses. Note that these requirements apply only to the K-12 LEAs expending the funds (not the Regional Consortia themselves as the fiscal agent).

Date	Reports Due	Reporting System	Time Period Covered
Feb. 26, 2027	Quarter 2 (Q2) Expenditure Report	NOVA	July 2026 through Dec. 2026
Aug. 31, 2027	Quarter 4 (Q4) Expenditure Report	NOVA	Jan. 2027 through June 2027
Feb. 25, 2028	Quarter 2 (Q2) Expenditure Report	NOVA	July 2027 through Dec. 2027
Aug. 31, 2028	Quarter 4 (Q4) Expenditure Report	NOVA	Jan. 2028 through June 2028
Nov. 30, 2028	Final K-12 SWP Expenditure Report with Narrative	NOVA	Jan. 2026 through June 2028
Nov. 2, 2026	Annual Course Data Report	Cal-PASS	2025–26 Academic Year
Nov. 1, 2027	Annual Course Data Report	Cal-PASS	2026–27 Academic Year

Date	Reports Due	Reporting System	Time Period Covered
Nov. 1, 2028	Annual Course Data Report	Cal-PASS	2027–28 Academic Year

f. METRICS

Regional Consortia do not directly report metrics outlined by K-12 SWP but do ensure grantees report outcomes aligned with legislative intent. Outcomes for K-12 SWP are based on students completing high school, students transitioning successfully into an aligned postsecondary program / graduating with a degree or credential in a high-demand field, and students securing employment successfully. These outcomes include:

Metric Type	Metric
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
Post-Secondary Student-Level Outcomes	- Students 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 the 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
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

g. TECHNICAL ASSISTANCE

Key components of technical assistance for this grant include:

- **Coordination and Oversight of K–12 SWP Implementation**

Provide strategic and operational support to LEAs and associated partners to ensure alignment and accountability in K–12 SWP activities:

- **Regional Strategy Alignment**

Facilitate biannual collaboration between colleges and K–12 LEAs to ensure projects align with regional labor market priorities and postsecondary pathways

- **Support for K–14 TAPs and K–12 Pathway Coordinators**

Coordinate with TAPs and PCs quarterly to ensure their work is complementary to college efforts in dual enrollment, pathway development, and employer engagement

- **Cross-System Convenings**

Host quarterly regular convenings that bring together colleges, LEAs, and regional partners to share best practices, align strategies, and strengthen K–14 collaboration

- **Data and Reporting Support**

To ensure districts and colleges can support LEAs in meeting reporting requirements and using data for continuous improvement:

- **Data Integration Guidance**

As needed, offer technical support on integrating data from Cal-PASS Plus and NOVA to track student outcomes across K–14 pathways

- **Outcome Monitoring**

Share regional dashboards and tools to monitor progress on K–12 SWP metrics, including high school completion, postsecondary transition, and employment outcomes

- **Support for LEA Reporting**

As needed, assist colleges in guiding their LEA partners through quarterly and annual reporting processes, ensuring completeness and accuracy

- **Administrative and Fiscal Support**

To ensure districts and colleges can effectively support LEAs in managing K–12 SWP funds:

- **Fiscal Oversight Guidance**

Provide colleges with tools and training to help LEAs manage sub-grant distribution, compliance, and fiscal reporting.

- **NOVA System Support**

As needed, assist colleges in helping LEAs navigate the NOVA system for fiscal and narrative reporting, ensuring timely and accurate submissions

- **Communication Infrastructure**

Maintain a centralized communication system (e.g., shared calendar, email updates, and document repository) to ensure districts and colleges have access to the latest guidance, deadlines, and reporting tools

10. Application Details and Submission

a. CALENDAR OF KEY DATES

Date	Event
Oct. 15, 2025	Release of Request for Funding Application
Oct. 21, 2025	CCCAOE Pre-Conference Review of RFA with Regional Consortia
Oct. 28, 2025	Bidders' Conference/NOVA Application Walk Through
Oct. 28, 2025	Applications Open in NOVA at Noon
Nov. 5, 2025	RFA Questions Submission Deadline
Nov. 19, 2025	RFA Application Office Hours
Dec. 15, 2025	Applications Due
Feb. 2, 2026	Intent to Award Announcement
Feb. 15, 2026	Appeal of Award Deadline
July 1, 2026	Project Term Begins

The Request for Application (RFA) for the Regional Collaboration and Coordination Grant, and all supporting documentation (as described in Section 10.d.iii.) **must be submitted and certified via the NOVA reporting system on or before 5:00 pm PDT on Monday, Dec. 15, 2025**, at which time the application system will close. Only applications submitted via the NOVA reporting system will be accepted. No other forms of submission will be accepted.

b. ELIGIBILITY CRITERIA

This opportunity is only available to California community districts. Applicants that meet the following requirements are invited to apply.

- i. The Applicant is a California community district, within the boundaries of the region for which the Applicant is applying
- ii. The district has the operational and physical capacity to manage and implement the project and achieve the performance objectives of the grant, as evidenced by previous experience with similar projects
- iii. The district has experience and ability to serve as a fiscal agent for other entities and administer the contractual and financial requirements of the grant

c. APPLICATION REQUIREMENTS

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

Please note that Applicants may be requested to make adjustments to budget, work plan, or other aspects of the application prior to distribution of funds.

d. APPLICATION SECTIONS

i. Details and Assurances (Not Scored)

Details

Details are set when the Application is created. The only editable detail will be the Application Name (e.g., Regional Collaboration and Coordination Grant).

Assurances

A duly authorized representative for the Applicant district should review all assurances, certifications, and terms and conditions to familiarize themselves with the grant expectations. Please attest to the assurances that the Project Workplan is:

- a. Informed by, aligned with, and expands upon your region's Regional Plan and planning efforts occurring through the Strong Workforce Program
- b. Informed by Labor Market Information (LMI) and regional priorities through collaboration with your region's Center of Excellence (CoE)
- c. Incorporates data that can be utilized by policymakers, community college districts, and 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

ii. Contacts (Not Scored)

Enter the following contacts. All contacts must have a NOVA account.

- a. Project Director
- b. Alternative Project Director
- c. Fiscal Reporter – Optional. This role may also be filled by the Project Director or Alternative Project Director
- d. Alternative Contacts – Optional

iii. Supporting Documents (Not Scored)

Applicants must upload the following documents:

- a. Combined PDF of support letters (as described in **Section 10.d.iv.**)
- b. Proposed Regional Team Organization Chart (as described in **Section 10.d.vi.**)
- c. Latest Strong Workforce 4-Year Regional Plan for Applicant's Region

Please note that the first two documents will be scored within their respective sections. Do not upload any other documents, as they will not be reviewed or considered in the scoring process.

iv. Qualifications and Support Letters (Maximum Points Value: 15)

Provide a description of why the Applicant is best suited to serve this role (1,500 words max). Be sure to include:

- a. Previously demonstrated experience related to regional collaboration roles that Applicant has administered
- b. Demonstrated understanding and capability of meeting the strategic vision (as described in **Section 3.b.**) identified by the California Community Colleges Chancellor's Office ("Chancellor's Office") and Workforce and Economic Development Division (WEDD)
- c. Demonstrated ability to set and achieve – and lead colleges in your region to set and achieve – the key outputs as described in **Section 4.b.i.**
- d. Demonstrated financial capability to act as a fiscal agent of other entities and to administer complex contracts and meet financial requirements of the grant
- e. Demonstrated operational capability to administer the grant including having sufficient physical space and administrative capacity to manage the human resources, fiscal, and organizational demands of the grant
- f. Brief case study on a new and innovative program established by Applicant (with an emphasis on regional or sub-regional projects or initiatives supported). Case study should include information such as objective, goals, key stakeholders (e.g., college's employer partner), key results (e.g., number of students served, wages), and other relevant information.
- g. Support letters from all colleges in the Applicant's region signed by the Chief Executive Office and Chief Instructional Officer at those colleges. Letters should be bundled into

one combined PDF. Please provide an explanation for any letters that are missing or unable to obtain from a college in a region.

v. Problem Statement (Maximum Points Value: 10)

Provide a brief problem statement supporting the need that Applicant's regional collaboration and coordination efforts will address (500 words max). Be sure to include:

- a. Description of regional needs or equity gaps, including data and information from labor market research and other sources, in areas Regional Consortia will be leading or supporting. Areas may include CTE programming, workforce development, regional convening, and broader K-16 strategy and coordination efforts.
- b. At least three key outputs from **Section 4.b.i.** that should be prioritized for improvement in your region (and rationale for doing so)

vi. Qualitative Response to Problem Statement (Maximum Points Value: 35)

Provide a description of Applicant's regional collaboration and coordination efforts aimed to address the problem statement. Describe the Applicant's methodology for completing the Regional Consortia roles and responsibilities (as described in **Section 4**) (2,000 words max). Be sure to include each of the following:

Section 1: Structure (Maximum Points Value: 10)

- a. Describe each of the following aspects of Applicant's proposed regional governance and operational structure:
 - i. Who is involved (e.g., CEOs, CTE administrators, faculty, students, other regional partners) and to what extent (e.g., voting member vs. advisory capacity). Please visualize this in an "organization chart" that is included as part of the supporting documents (**Section 10.d.iii.**).
 - ii. How will this structure make decisions
 - iii. How will this structure support and facilitate regional collaboration and coordination with key other stakeholders (e.g., workforce development boards, K-16 Collaboratives)
 - iv. What feedback loops will be put in place to ensure continuous progress and regional improvements
- b. Outline a methodology for how funding resources will be distributed to colleges in the region (e.g., for the Strong Workforce Regional Share, will there be a percentage that gets allocated directly to individual colleges on a formula? If colleges will apply to lead

regional projects, what would that application process look like? What measures will be in place to hold colleges for effective use of funds?)

Section 2: Approach (Maximum Points Value: 15)

- a. Describe how your region will achieve the vision for the Regional Consortia as described in **Section 3.b.** Be sure to explicitly identify ways your approach will serve to progress key areas in Vision 2030 (e.g., supporting the strategic direction around AI and the future of learning).
- b. Describe how your region's most recent Strong Workforce 4-Year Regional Plan will change to align with the vision for Regional Consortia (**Section 3.b.**) and three key outputs identified in the problem statement (**Section 10.d.v.**)
- c. Develop three-year goals for improvement across the three key outputs identified in your problem statement

Section 3: Partnerships and Resource Utilization (Maximum Points Value: 10)

- a. Describe how the region will partner and collaborate with the Centers of Excellence (CoE), K-14 Technical Assistance Providers (TAPs), K-12 Pathway Coordinators, and Employer Engagement leads / liaisons to guide and inform its work
- b. Describe how the region will engage and/or deepen its relationships with key employers to expand work-based learning (e.g., career mentorship, paid / non-paid internships) for students. Describe how you will support colleges in your region to build the capacity and infrastructure to better engage with employers.
- c. Describe how the region will work across education and workforce systems (e.g., WDBs, CSU/UCs, K-12) to increase student opportunities, via partnerships, joint funding agreements, and/or other collaborative avenues
- d. Describe how the region will work with regional intermediaries (e.g., K-16 Collaboratives, Jobs First, CBOs, EDOs) to increase student opportunities via partnerships, joint funding agreements, and/or other collaborative avenues

vii. Detailed Workplan: Objectives, Activities & Outcomes (Maximum Points Value: 25)

The workplan should translate your narrative and qualitative response to the Problem Statement into proposed detailed activities that demonstrate how you will meet the responsibilities for each of the Regional Consortia's roles (as described in **Section 4.a.**).

For each role, you will also be asked to detail 1-2 milestones tied to outputs (with a current baseline for each output if available), relevant long-term outcomes, and responsible

persons for completing that work. More guidance on completing this workplan can be found in **Appendix A**.

In summary, NOVA requires you to detail, for each of the five roles in **Section 4.a.**:

- Description of Activities
- Outputs and Milestones
- Relevant Outcome(s)
- Responsible Persons

viii. Budget, Budget Forecast, and Fiscal Management (Maximum Points Value: 15)

Budget & Budget Forecast (Maximum Points Value: 5)

Each Applicant must prepare a budget by object code. Budget items entered will be specific to the EWD Employer Engagement and Perkins V: Title 1-B funds allocated for use by the Regional Consortia (given SWP Regional Share funds are reported on a project-by-project basis). More information on allowable expenditures can be found in **Appendix B**.

NOVA allows for expenditure object code 1000–7000.

- 1000 – Instructional Salaries
- 2000 – Non instructional Salaries
- 3000 – Employee Benefits
- 4000 – Supplies and Materials
- 5000 – Other Operating Expenses and Services
- 6000 – Capital Outlay
- 7000 – Other Outgo
- Indirect Costs (in NOVA indirect costs are a separate object code)

The total budget will populate based on the amounts entered.

Applicants must also estimate the rate of expenditure for funds budgeted from each funding source.

Fiscal Management (300 words max; Maximum Points Value: 10)

Please describe the reasoning for each of your region’s budget components. Be specific about how funds will be used: for example, if you intend to allocate budget toward staff salaries, explain what roles those individuals will play, what activities they will support, and which projects they will contribute to. This response should help demonstrate how your planned investments align with your strategic priorities and intended outcomes.

e. SCORING RUBRIC

NOTE: Grant applications are scored based on a 100-point scale as indicated in the rubric provided below. A minimum average score of 75 must be obtained during the review process to be considered for funding.

Application Section	Maximum Points
Details and Assurances	Not Scored
Contacts	Not Scored
Supporting Documents	Not Scored
Qualifications and Support Letters	15
Problem Statement	10
Qualitative Response to Problem Statement	35
Detailed Workplan: Objectives, Activities and Outcomes	25
Budget, Budget Forecast, and Fiscal Management	15

f. APPLICATION SUBMISSION

Once you have a NOVA account, you can create an application.

To create an application in NOVA, go to the sidebar menu; click “Programs” then “RC Management” and “Applications.” Click “Create Application” button to begin. You will be directed to choose your region and institution in order to create the application.

Eligible applications will be reviewed by a review team composed of WEDD staff, which will also serve as the panel for the application interview presentations described below.

g. INCOMPLETE AND LATE APPLICATIONS

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

- i. The application is not received and certified via submission through the NOVA reporting system by 5:00 pm PDT on Monday, Dec. 15, 2025. NOVA will not accept applications after the deadline.
- ii. The budget exceeds the maximum amount allowed as specified in the Application instructions.
- iii. The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.
- iv. The application is incomplete and/or missing any required documents.

11. Technical Assistance

a. NOVA TECHNICAL ASSISTANCE

All applications, with required attachments, must be submitted electronically through the [NOVA web portal](#). No other forms of submission will be accepted.

To access the Application, please login using your existing account at nova.cccco.edu.

If you are new to NOVA and would like to have an account created for you, please use the [Access Request Wizard](#) to provide your contact information and details for the access you need. If you already have a NOVA account and require a modification to your access permissions, please submit a NOVA Support Request through the support portal. For additional support, please visit [the NOVA HelpDesk](#).

For questions related to the NOVA system, please visit the [Chancellor's Office Support Portal](#) and choose "Support" to contact the help desk.

b. BIDDERS' CONFERENCE WEBINAR / NOVA WALKTHROUGH

WEDD staff will host an informational Bidders' Conference Webinar and NOVA Walkthrough to provide an overview of the project submission process and offer Applicants an opportunity to ask questions. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded and posting on the WEDD website.

Date and Time: Tuesday, Oct.28, 2025, 8:30–9:30 am PDT

Webinar Registration: [REGISTER HERE](#)

After registering, you will receive a confirmation email containing information about joining the webinar.

c. RFA CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify WEDD and request a written clarification. Any addendum to the RFA will be posted on the [WEDD RFA website](#). Applicants are responsible for checking the [WEDD RFA website](#) for any updates to the RFA or the Frequently Asked Questions (FAQs) document. Applicants will not be notified of updates via any other manner.

Written questions concerning the specifications and instructions in this RFA must be submitted by email to RegionalCoordination@CCCCO.edu no later than Wednesday, Nov. 5, 2025 at 5:00 pm PDT. Questions submitted by that time will be addressed at the Bidder's Conference Webinar and/or in a subsequent Frequently Asked Questions (FAQs) document posted on the [WEDD RFA website](#). WEDD staff will also host a Virtual Office Hours session to field application questions on Wednesday, Nov. 19, 2025, 1–2 p.m. PDT.

Virtual Office Hours: [Zoom link](#)

Meeting ID: 844 8685 0345

Passcode: 856611

One-tap mobile: +16699006833,,84486850345#,,,,*856611#; +16694449171,,84486850345#,,,,*856611#

d. NOTIFICATION OF AWARDS

Intent to Award notification will be made only via an official Intent to Award Memo and posted on the [WEDD RFA website](#). Selection of an Applicant to be awarded does not constitute approval of the grant application as submitted. Before the actual grant is awarded, the Chancellor's Office may request adjustments or modifications to the application and/or budget to be reflected in the grant NOVA work plan and agreement as necessary. The Chancellor's Office reserves the right not to fund any application related to this RFA for any reason. Chancellor's Office Board of Governors' approval is required before any grant may be awarded. The Board of Governor's approval date will be identified in the Intent to Award notification. Grant awards are not final until grant agreements are fully executed by the parties.

e. APPEALS PROCESS

As described in the Chancellor's Office Contracts and Grants Manual, an appeal of a grant award must be in writing signed by the college president or designee, or by the head of a non-district entity in those rare instances where such entities are eligible to apply under the RFA. The appeal must be emailed to the Vice Chancellor of the division responsible for funding the project (as identified in the RFA) no later than Feb. 15, 2026. The appeal must specify the grounds of appeal and must be based on the process and/or procedures used in the review and recommendation of applications for awards. The Vice Chancellor shall review all the information submitted with the appeal, consult with the Office of the General Counsel, and render a decision within 30 calendar days of the date of receipt of the appeal. The decision of the Chancellor's Office is final.

Appeals shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application. The Applicant must file a full and complete written appeal, including the process(s) in dispute. Incomplete or late appeals will not be

considered. The Applicant may not supply any new information that was not contained in the original application. Appeals should be submitted to the Vice Chancellor at ACordova@CCCCO.edu.

f. CONTACTS

Further information may be obtained from the Chancellor's Office contacts indicated below. Information regarding this RFA obtained from sources other than these contacts may not be accurate. Email inquiries preferred.

Technical Assistance

Regional Collaboration and Coordination Team

Email: RegionalCoordination@CCCCO.edu

g. GENERAL CONDITIONS

Respondent Inquires. During the RFA process (from release of this RFA to final award), Applicants are not permitted to contact any Chancellor's Office employees unless to fulfill pre-existing contractual or other obligations. No gratuities of any kind will be accepted, including meals, gifts or trips. Violation of these conditions will constitute immediate disqualification. It is the responsibility of the Applicant to inquire about any requirement of this RFA that is not understood. Responses to inquiries will be disseminated via webinar. Refer to cover page for Applicant inquiry and response deadlines and Chancellor's Office contact.

Public Records. Applicants are hereby notified that the Chancellor's Office is a public agency subject to the California Public Records Act (CPRA) and any applications, or portions thereof, submitted to the Chancellor's Office in response to this RFAs may be subject to disclosure under CPRA.

Reserved Rights. The Chancellor's Office reserves the right to select any District or reject any District as determined by the Chancellor's Office; to make such selection without holding interviews or oral presentations; to request additional information; and to negotiate the final terms and conditions of a grant agreement with the selected Districts.

Oral Statements. The Chancellor's Office shall not be bound by oral statements or representations contrary to the written specifications.

Ownership and Use of Documents. All documents, reports, applications, submittals, working papers or other materials submitted to the Chancellor's Office from an Applicant shall become the sole and exclusive property of the Chancellor's Office, in the public domain, and not the

property of the proposer. An Applicant shall not copyright, or cause to be copyrighted, any portion of any of said documents submitted as a result of this solicitation.

Execution of Grant. A grant shall not be binding on the Chancellor's Office until it has been approved by the Board of Governors, approved as to form by the parties' respective legal counsel, and fully executed by the parties.

Errors in Application. If Applicant discovers an error in its application submitted in response to this RFA, it is the Applicant's responsibility to present all corrections during the RFA window (the time following the RFA release and the date the RFA responses are due). Corrections received after the RFA window may result in disqualification from consideration.

APPENDIX A: WORKPLAN INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE DETAILED WORKPLAN

The workplan is a central component of the application and should translate your narrative and qualitative response to the Problem Statement into detailed activities that demonstrate how you will meet the responsibilities for each of the Regional Consortia's roles (as described in Section 4.a. of the RFA).

For each role, you will also be asked to detail 1-2 milestones tied to outputs (with a current baseline for each output if available), relevant long-term outcomes, and responsible persons for completing that work.

General Instructions

For each of the five Regional Consortia roles outlined in Section 4.a. of this RFA, applicants must complete the following:

Description of Activities *[long text, 250-word limit]*

Describe the specific activities, programs, or strategies your region will undertake to meet this role. These should directly tie back to your Problem Statement and demonstrate clear alignment with the future vision of the Regional Consortia.

Outputs and Milestones *[short text fields]*

For each output tied to this role (as listed), please identify a baseline value (if available) and 1-2 measurable milestones. Each milestone should include a specific target and a projected completion date within the term of the grant.

Targeted completion dates in months (for example, January 2027) for project activities, tasks, outcomes, and deliverables are preferred to vague timelines. The stated estimated completion milestone should not be larger than a quarter timeframe (for example, Q3 of FY 26-27, or Q4 of 2027).

Relevant Outcome(s) *[drop down]*

Indicate which long-term student or workforce outcomes your activity is intended to influence. Your activity description should clearly link to this broader goal and reflect your region's strategy for sustained impact.

Responsible Persons *[short text]*

Identify, by position, the individuals responsible for oversight and completing key activities and tasks. Partners from other entities should be included.

EXAMPLE SUBMISSION FOR REFERENCE

In NOVA, this information will be submitted per role, with structured fields that align with the above categories.

Applicants are encouraged to prepare this submission offline, using the following outline. An illustrative example is shown for reference:

Item Title	Answer Format	Example Response (<i>for illustrative purposes</i>)
Role	Pre-filled	<i>“Institutionalize workforce / employer partnerships to facilitate collaboration with system partners and streamline the entry points for employers into the Community College system (e.g., to grow apprenticeships)”</i>
Description of Activity	Long text (250-word limit)	<i>We are already in active discussions with one of the workforce development boards (WDBs) in our region to co-locate an America’s Job Center of California (AJCC) on our local college campus, an effort that will significantly expand access to job training and employment services for students. As the Regional Consortia, we would be uniquely positioned to scale this effort by coordinating with the other three WDBs in our region, creating a more streamlined and unified strategy for delivering high-impact services across institutions</i> <i>While we recognize that resource constraints may limit our ability to establish AJCC sites at every college, our first-year goal is to pilot a co-location with our local WDB. Building on this initial effort, we plan to expand the model to include at least one AJCC co-location for each of the remaining WDBs in our region by the end of 2028. This phased approach enables us to deliver meaningful regional coverage while staying focused and realistic about implementation capacity</i> <i>By embedding AJCCs at strategic campus locations, we can connect students to job placement services and training in high-growth, living-wage industries in our region such as healthcare, clean energy, and advanced manufacturing, directly addressing employer workforce gaps and advancing student economic mobility</i>
Outputs (only showing 1 for illustration)	Pre-filled	<i>“Number of WDBs or EDOs in an active, ongoing partnership (e.g., labor market research initiative, colocation of AJCCs, advisory board member)”</i>

Item Title	Answer Format	Example Response (<i>for illustrative purposes</i>)
Milestones	Short text (<i>for each output</i>)	• <i>Baseline Output: 0</i> • <i>Milestone 1 Output: 1 partnership</i> • <i>Milestone 1 Date: July 2027</i> • <i>Milestone 2 Output: 4 partnerships</i> • <i>Milestone 2 Date: December 2028</i>
Relevant Outcomes	Drop down	• <i>Percent of students employed</i> • <i>Percent of exiting students attaining a living wage</i>
Responsible Persons	Short text	• <i>Regional Consortia Chair</i> • <i>Workforce Development Board Directors</i>

APPENDIX B: GUIDELINES, DEFINITIONS, ALLOWABLE EXPENDITURES, AND PERMISSIBLE USES OF FUNDS

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 grantee'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 grantee; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the grantee 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 directly related to the statement of work/budget that has been approved by the Chancellor's Office.

What is supplanting?

Grant funds provided under this funding opportunity 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. Funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without grant funds provided under this funding opportunity. You must be able to demonstrate that Grant funds provided under this funding opportunity are added to the amount of state and local funds that would, in absence of Grant funds provided under this funding opportunity, 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 funds not related to Grant funds provided under this funding opportunity.

PERKINS V GRANTS PERMISSIBLE USES

The base funding for the grantee utilizes Perkins V funds. The following are broad categories that may be supported by Perkins V funds:

1. Support for preparation for non-traditional fields in current and emerging professions, support for programs for special populations, and other activities that expose students, including special populations, to high skill, high wage, and in-demand occupations.
2. Individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
3. Providing technical assistance to local eligible recipients
4. Activities that achieve the state's strategic vision and goals for "preparing an educated and skilled workforce" as well as meeting the state's determined levels of performance for the core accountability indicators and reducing disparities or performance gaps in those levels.

Permissible uses of funds include:

1. Developing statewide programs of study.
2. Approving locally developed programs of study.
3. Establishing statewide articulation agreements.
4. Establishing statewide sector or industry partnerships.
5. High-quality comprehensive professional development.
6. Supporting eligible recipients in eliminating inequities in student access to high-quality programs of study and effective instructional personnel;
7. Awarding incentive grants to eligible recipients.
8. Supporting the adoption and integration of recognized

postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with eleven (11) recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications.

9. Pay for success initiatives leading to a recognized postsecondary credential.
10. Supporting CTE programs for adults and out-of-school youth.
11. Supporting competency-based curricula.
12. Supporting programs of study or career pathways in areas declared to be in a state of emergency.
13. Partnering with qualified intermediary organizations.
14. Improving career guidance and academic counseling programs.
15. Supporting the integration of employability skills into CTE programs and programs of study.
16. Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), supporting the integration of arts and design skills, and supporting hands-on learning, particularly for students who are members of groups underrepresented in such subject fields.
17. Supporting career and technical student organizations (CTSOs);
18. Establishing and expanding work-based learning opportunities.
19. Integrating and aligning programs of study and career pathways.
20. Supporting the use of CTE programs and programs of study aligned with in-demand industry sectors or occupations.
21. Making all forms of instructional content widely available.
22. Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
23. Supporting accelerated learning programs that are part of a program of study.
24. Supporting career academies; and
25. Other State Leadership activities that improve CTE.

ALLOWABLE GENERAL COSTS

There are permissible activities within Perkins 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 determine allowability of costs. Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.

Activities	Allowable	Allowable with Prior Approval	Unallowable
Advertising and Public Relations	-	-	X
Alcoholic Beverages	-	-	X
Alumni Activities	-	-	X
Audit Costs	-	-	X
Bad Debts	-	-	X
Commencement and Convocation Costs	-	-	X
Communication Costs (telephone, telegrams, postage, messenger)	-	X	-
Compensation for Personnel Services (salary, wages, fringe benefits)	X	-	-
Contingencies	-	-	X
Contributions or Donations Given or Paid Out (cash, property, services)	-	-	X
Entertainment Costs ¹	-	-	X
Equipment ² (low value assets with a value greater than \$250 - \$10,000)	X	-	X
Equipment ²	-	-	X
Fines and Penalties ³	-	-	X
Fundraising and Investment Costs	-	-	X

Activities	Allowable	Allowable with Prior Approval	Unallowable
Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.) ⁴	-	-	X
Goods & Services for Personal Use	-	-	X
Improvements ⁵	-	-	X
Indirect or Administrative Expenditures (<i>rate approved by the Chancellor's Office at 5%</i>)	X		
Lobbying	-	-	X
Losses on Other Sponsored Agreements or Contracts	-	-	X
Materials & Supply Costs (only those actually used for performance of sponsored agreement)	X	-	-
Meetings and Conferences ⁶	X	-	-
Memberships ⁷	-	X	-
Professional and Consultant Services	X	-	-
Proposal Costs	-	-	X
Publication and Printing Costs (printing and publication costs related only to funded project activities)	X	-	-
Maintenance & Repair Costs ⁸ (keeping in efficient operating condition)	X	-	-

Activities	Allowable	Allowable with Prior Approval	Unallowable
Maintenance & Repair Costs ⁸ (construction, remodeling, increasing value)	-	-	X
Student Expenses, Activities or Direct Services	-	-	X
Selling and Marketing ⁹			X
Travel ¹⁰	X	-	-
Out-of-State Travel¹⁰	-	X	-

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

² Equipment: For the purposes of the Regional Collaboration and Coordination Grant, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. Equipment with a value higher than \$10,000 must obtain prior approval before purchase from the Chancellor's Office. Any equipment requested within the Regional Collaboration and Coordination 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 Chancellor's office approves them in advance.

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

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

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

⁶ Meetings and Conferences: Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to include entertainment costs, as these are non-allowable. Must obtain prior approval from the Chancellor's Office.

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

⁷ Memberships: Only institutional memberships are allowed (not individual memberships). If the Regional Collaboration and Coordination Grant applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be

accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant.

Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

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

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

¹⁰ Travel: The following travel constraints pertain to all grant funds in this funding opportunity.

NOTE: Only travel necessary for the implementation, execution, or improving outcomes of this grant will be 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 host District/College 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 District/College 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 by the Chancellor's Office by submitting the necessary (as determined by the Chancellor's Office) documentation for approval. The Chancellor's Office reserves the right to limit out-of-state travel.

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