![California Community Colleges logo]

Workforce and Economic Development Division

Request for Application
K12 STRONG WORKFORCE PROGRAM ROUND 6

Funding Year: **FY 2023-2024**

RFA Release Date: August 25, 2023

Questions Deadline: Written questions about specifications
                                in the Request for Application must be received by 5 p.m.
                                on Wednesday, September 20, 2023, via email to:
                                K12SWP@cccco.edu

**Pre-Recorded
Bidders' Conference:**   Thursday, August 31, 2023
                                Posted on Chancellor's Office webpage

Application Deadline: Applications must be received by
                                5:00 pm on Friday, October 6, 2023, in NOVA

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

SECTION I: GENERAL INFORMATION

A. BACKGROUND AND PURPOSE

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

The California Community Colleges Chancellor's Office (Chancellor's Office), in partnership with the California Department of Education (CDE), is seeking applications from eligible LEAs for K12 SWP funds to create, support, and/or expand high-quality CTE course sequences of K12 programs, and pathways that transition from secondary education to postsecondary education aligned to regional workforce efforts occurring through the SWP. Support is not meant to sustain programs, but to help in new and/or innovative ways.

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

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

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B. OBJECTIVES AND FOUNDATIONAL PRINCIPLES

b) Objectives

The primary objectives of K12 SWP are the following:

- ❖ To support essential collaboration across education systems between the K–12 sector and community colleges—also known as intersegmental partnerships—with involvement from industry businesses and organizations in strengthening CTE courses, programs, and pathways aligned with regional workforce needs.

- ❖ To support LEAs in developing and implementing high-quality, equity driven, K–14 CTE course sequences, programs, and pathways that:
  - Build foundational career path skills and knowledge essential to subsequent success in college and early career exploration.
  - Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths.
  - Lead to completion of industry-valued certificates, degrees, or transfers to community college or four-year University.
  - Prepare students upon completion of education to enter into employment in occupations for which there is documented demand that pay a livable wage.
  - Identify and close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.
  - Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.
  - Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state's labor market.

c) Alignment with Strong Workforce Program Regional Plan

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

To remain current, all of the eight Regional Plans are revised every four years and updated annually through collaborations between the community colleges, K–12 LEAs, industry leaders, workforce development agencies, and other workforce development stakeholders. The Regional Plan for each Regional Consortium are located at the following websites:

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

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C. FUNDING

Table 1. 2023 K12 SWP Statewide Funding Allocation to Regions

Regional Consortium	K12 SWP Allocation
Bay Area	$28,380,398
Central Valley/Mother Lode	$20,632,608
Inland Empire/Desert	$18,600,959
Los Angeles	$26,849,623
Orange County	$12,014,345
North/Far North	$19,673,567
San Diego/Imperial	$13,811,110
South Central Coast	$10,037,389
TOTAL	**$150,000,000**

See Appendix D for Regional Funding Distribution.

a) Levels of Funding for LEAs based on ADA

There are four funding levels of maximum allowable dollar amounts for each application based on total ADA of the grant-seeking LEAs as shown in Table 2.

Table 2. Awarded Funding Levels Based on Grades 7-12 ADA, 2021[1]

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

Total ADA is calculated by taking all grant-seeking LEAs' grades 7-12 ADA (inclusive of both Lead and funded or served K–12 Partner Agencies) that are participating in a given application, meaning that the LEAs' total ADA will be used to determine the maximum allowable funding level.

The funding levels in Table 2 indicate the maximum amount that can be requested in and awarded to any one application. Applicants are allowed to request any level of funding for which they are eligible so long as it does not exceed the maximum level. **The regional K12 Selection Committee has discretion to award an amount less than the requested amount**

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

based on an applicant's work plan, budget, number of students and/or teachers served as well as based on the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation.

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

Obtaining a K12 SWP grant in one round of funding does not prohibit LEAs from applying again in ensuing funding cycles. Subsequent funding requests are not intended to sustain programs, rather, are intended to create a new CTE program that feeds into a community college program; phase in, augment, or improve the K14 sequence of courses or pathways; or to scale a previously funded K12 SWP project to serve a larger number of students. Support is not meant to sustain the program but help in new and/or innovative ways. Through this competitive grant process, applicants awarded a K12 SWP grant in one year are not guaranteed funding in a subsequent round of funding.

c) **Redistribution of funds when a Regions full allocation is not awarded during first review.**

After the initial round of award distribution, if a region has not fully awarded their allocation (allocated pursuant to subdivision (c) of Section 88827), each consortium **may** administer a competitive grant application program to distribute the remaining funding, termed "Round 6B" to eligible grant recipients. Decisions governing or relating to the distribution of fiscal resources for the K–12 component shall be made exclusively by the K–12 Selection Committee, including selection of grant recipients and specific funding amounts for each grant.

The NOVA application would to be re-opened by January 12, 2024 (for those regions who have elected to have an additional competitive round to administer any remaining funds in their region) and close February 29th, 2024. Applications would be scored by the K-12 Selection Committee and deliberation would conclude by March 29, 2024, with Round 6B award announcements made by April 12, 2024.

d) **K12 Selection Committee**

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

Per Education Code, Section 88830, when determining grant recipients, the K12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants.

For Round 6, each K12 Selection Committee has created criteria for award decisions. Each Selection Committee will make decisions based on the merits of the proposed project,

proportionality of the request, and alignment with the intent of legislation, funding applications that best meet the priorities of the region as set by the regional plan and local labor market demand. If the total amount requested is higher than the region's allocation, funding decisions will be made by selection criteria decided upon by each regional selection committee. The decision-making criteria for Round 6 can be found through the following links:

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

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D. ELIGIBILITY REQUIREMENTS

a). Eligible Applicants

Eligible K12 SWP applicants consist of one or more of any combination of the following LEAs:
- School district
- County office of education
- Charter school
- Regional occupational center or program (ROCP) operated by either a joint powers authority or by a county office of education, provided that the applicant has certified that all partners are aware of this grant and agree to submission.

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

An LEA can submit no more than three K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle.

Grants may only serve students in grades 7 through 12, inclusive.

b) Eligibility Requirements for Applicants

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

(1) The LEA applicant must partner with **at least one** community college or community college district in their application. It is allowable and encouraged for LEAs to partner with multiple community colleges or community college districts. The partnership should be **strongly demonstrated** within the grant proposal. LEAs that have a substantial number of students being served by a college in another region may partner with a community college in that region, if the college or colleges agree to partner with the LEA. The LEA still applies for funds from the Regional Consortium in which the LEA or LEA site is principally located, not the Regional Consortium of the partnering community college or community college district.

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

(3) Each LEA that is a Lead or K–12 Partner Agency on the application will upload a

completed High-Quality CTE Program Evaluation that reflects the current practice of existing CTE programs and related evidence on file. LEAs that have applied for 2023 CTEIG funds will upload the same High-Quality CTE Program Evaluation used in the most recent CTEIG application. LEAs that did not apply for CTEIG funds will complete and upload a 2023 Program Evaluation. **The Program Evaluation is not scored for the K12 SWP application, but rather used as a tool to inform planning for the selection committees.** By completing the High-Quality CTE Program Evaluation, an LEA identifies areas of improvement in its CTE programs. The K12 SWP funding is an opportunity to address target areas identified in the Program Evaluation, complement existing CTE plans and work, or to create new CTE programs. Visit the [California Department of Education](#) website to download a copy of the most recent High-Quality CTE Program Evaluation.

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

(5) Each LEA (Lead or K-12 Partner Agency) on the application must report data that can be used by policymakers, LEAs, community college districts and their regional partners to support and evaluate the program including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion and earnings of underserved demographic groups.

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

c) **Adult Education Programs**

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

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

E. **POSITIVE CONSIDERATIONS**

Per Education Code, Section 88830, the K12 Selection Committee shall give positive consideration to each of the below characteristics in an application:

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

❖ Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction (the annual adjusted statewide grades 9–12 dropout rate is 7.8%, CDE 2022).

❖ Programs located in an area of the state with a high unemployment rate (lead LEAs and/or K–12 Partner Agencies to be located in an Area of Substantial Unemployment defined as at or above 6.451%)[2].

❖ Programs that operate within rural school districts.

In addition, positive consideration will be given to the following characteristics:

❖ Programs that create new and expand existing pathways. New pathways can be defined as ones that are new at one or more school sites and must be developed or implemented during the performance period of the grant and aligned to regional workforce needs exhibited in the problem statement.

❖ First-time K12 SWP applicants who have never received K12 SWP funds or services as a Lead or K–12 Partner Agency in previous rounds of funding.

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

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

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

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

• Contributions from industry, labor, and philanthropic sources.

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

[2] Employment Development Department, Labor Market Information Division, http://www.labormarketinfo.edd.ca.gov/; annual average 2021 unemployment rate

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F. PARTNERSHIPS

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

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

a) **Higher Education Partners**

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

The LEA–community college collaboration is a mutually beneficial partnership. The LEA can leverage the SWP efforts and resources of the partnering community college, while the community college can anticipate prepared, incoming students for their pathways and better predict student enrollment levels. Moreover, students and employers benefit when students are able to more fully develop knowledge, skills, and abilities through participation in high-skill, high-wage career technical education programs.

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

b) **K–12 Partner Agencies**

All other LEAs that are not the Lead Agency on the application but will receive K12 SWP funds and/or services from this strand of work are K–12 Partner Agencies and must be included as such in the application submission under "K–12 Partner Agencies." For example, when a county office of education is the Lead Agency, school districts engaged in the K12 SWP work are K–12 Partner Agencies. If the ADA for a K–12 Partner Agency is included on the application as the student population served, then that LEA must also receive K12 SWP funds or services and is also responsible for submitting all required reports. Any K12 LEA receiving funds or services must be included as a Partner Agency.

c) **Collaborative Partners**

LEAs seeking K12 SWP funds are encouraged, though not required, to identify partnerships

with Collaborative Partners, which agree to support and inform LEAs as they create, implement or expand K–14 CTE programs and pathways.

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

G. MATCH REQUIREMENTS

a) Proportional Dollar Match

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

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

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

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

b) Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the projects proposed in the grant.

The match may include funding from the following sources:

- School district and charter school LCFF apportionments.

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

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

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

H. APPLICATION DETAILS

a) Application Due Date

The K12 SWP application, the required forms, and all supporting documents must be submitted and certified via the NOVA reporting system on or before **Friday, October 6, 2023 by 5:00pm**, at which time the application system will close. **Printed or faxed copies of the application will not be accepted. Only applications submitted via the NOVA reporting system will be accepted.**

b) Application Review

Each application will be read and scored by a minimum of three trained reviewers from the regional K12 Selection Committee formed by the Regional Consortium in the region in which the applicant is applying. **Application reviews will occur from October 9, 2023 through November 17, 2023.**

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

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

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

c) Allowable and Non-Allowable Activities and Costs

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

d) Administrative Indirect Cost Rate

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

e) Incomplete and Late Applications

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

❖ The application is not received and certified via submission through the NOVA reporting system by **5:00pm on Friday, October 6**. NOVA will not accept applications after the deadline.

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

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

f) Performance Period

Successfully awarded project applications will be funded from January 1, 2024 to June 30, 2026. There will be no extensions to the performance period.

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I. CALENDAR OF KEY DATES FOR K12 SWP GRANT CYCLE

Table 3. Calendar of Key Dates for K12 SWP Grant Cycle

Date	Event
August 25, 2023	K12 SWP Application Released/NOVA platform opens
August 31, 2023	Bidders' Conference Pre-recorded Webinar
September 5, 2023	NOVA platform training posted to Chancellor's Office website
September 20, 2023	Questions Submission deadline to K12SWP@cccco.edu
October 5, 2023	Regional Engagement Information Sessions conclude
October 6, 2023	K12 SWP Applications due in NOVA system
November 17, 2023	K12 Selection Committees review period concludes
November 17, 2023	K12 SWP preliminary awards announced by Regional Consortium
December 5, 2023	Appeals due to SWP Regional Consortium
December 15, 2023	SWP Regional Consortia communicate intent to award funds to LEAs
January 2024	Regional Consortia initiate subcontract process
January 1, 2024	K12 SWP project term begins
June 30, 2026	K12 SWP project term ends

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J. TECHNICAL ASSISTANCE

Bidders' Conference Webinar. The Chancellor's Office staff will a pre-recorded informational Bidders' Conference Webinar to provide an overview of the project submission process. The webinar will be pre-recorded and posted on the [K12 Strong Workforce Program](#) webpage.

Date and Time: Thursday, August 31, 2023.

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

Table 4. K14 Technical Assistance Providers

Region	K14 TAPs	Email Address
Bay Area	Sharon Turner Don Harjo Daves-Rougeaux	turnersharon@fhda.edu don@baccc.net
Central/Mother Lode	Octavio Patino	Octavio.patino@kccd.edu
Inland Empire/Desert	Stephanie Murillo	Stephanie.Murillo@rccd.edu
Los Angeles	Linda Bermudez	lbermudez7@pasadena.edu
North/Far North	Tanya Meyer	tmeyer@frc.edu
Orange County	Michael Sacoto	Sacoto_Michael@rsccd.edu
San Diego/Imperial	Leslie Wisdom	Leslie.Wisdom@gcccd.edu
South Central Coast	Dr. Giselle Bice	giselle.bice@canyons.edu

K. RFA CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office of the error and request a written modification or clarification of the document. Insofar as practical, the Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to K12SWP@cccco.edu **no later than Wednesday, September 20, at 5:00pm.** Questions received will be addressed on the Frequently Asked Questions section of the K12 Strong Workforce Program webpage.

Following the question deadline of **Wednesday, September 20**, only technical questions (e.g., questions about accessing the NOVA system, logistical challenges using NOVA or the K12 SWP online application, etc.) will be answered. No response will be provided to content questions submitted to K12SWP@cccco.edu after that date.

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L. **APPEALS PROCESS**

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Regional Consortium for the region in which the application was submitted. **The Regional Consortium must receive the letter of appeal, with a signature by the authorized person, by 5 p.m. Tuesday, December 5.** Only e-mailed letters will be accepted. **The final decision of the submitted appeals will be provided in writing by December 12**.

Appeals shall be limited to the grounds that the K12 Selection Committee failed to correctly follow the specified processes for reviewing the application. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position and the remedy sought. Incomplete or late appeals will not be considered. The appellant may not supply any new information that was not contained in the original application. The regional K12 Selection Committee has discretion to award an amount less than the requested amount based on an applicant's work plan, budget, number of students and/or teachers served as well as based on the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation.

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

Table 5. Contact Information for Regional Chairs

Region	Regional Chair	Email Address
Bay Area	Rock Pfotenhauer	rock@baccc.net
Central/Mother Lode	Dr. Jessica Grimes	jgrimes@kccd.edu
Inland Empire/Desert	Julie Pehkonen	julie.pehkonen@rcc.edu
Los Angeles	Dr. Narineh Makijan	nmakijan@pasadena.edu
North/Far North	Blaine Smith	smithbl@butte.edu
Orange County	Adrienne Davis	Davis_Adriene@rsccd.edu
San Diego/Imperial	Danene Brown	danene.brown@gcccd.edu
South Central Coast	Holly Nolan Chavez	hchavez@vccd.edu

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SECTION II: INSTRUCTIONS FOR PREPARING AND SUBMITTING THE K12 SWP APPLICATION

A. CREATING A NOVA ACCOUNT/ACCESSING YOUR NOVA ACCOUNT

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

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

B. NOVA TECHNICAL ASSISTANCE

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

Training Video Posting Date: September 5, 2023

C. SUBMITTING THE K12 SWP APPLICATION

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

D. APPLICATION FORMAT AND INSTRUCTIONS

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

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

Note: Grant applications are scored based on a 100-point scale as indicated in the list provided below. New K12 SWP applicants and applications proposing new CTE programs and/or pathways are eligible to receive up to 10 additional points (5 points for new CTE programs and/or pathways and 5 points for new K12 SWP applicants). Please note that these 10 points are in addition to the 100 points. A minimum average score of 75 must be obtained during the review process, which includes multiple readers and scoring rubrics, to be considered for funding.

Table 6. Application Sections

Application Section	Maximum Points
1. Pathway Identification	Not Scored/Required
2. Lead Local Education Agency (LEA)	Not Scored/Required
3. K–12 Partner Agencies (LEA)	Not Scored/Optional
4. Higher Education Partners	Not Scored/Required
5. Collaborative Partners	Not Scored/Optional
6. Problem Statement and Project Objectives	40 Points
7. Positive Considerations	20 Points
8. Industry Sectors and Pathways	Not Scored/Required
9. CTE Pathway/Program Work Plan	35 Points
10. Budget	15 Points
11. Assurances	Not Scored/Required
12. Supporting Documentation	Not Scored/Required

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

(a) Pathway/Project Title.

(b) Project Start and End Dates for proposed work.

(c) Prior Funding of K12 SWP Awards: If applicable, please indicate for which round your organization, as a Lead or a K–12 Partner Agency, was awarded K12 SWP funds for Pathway Improvement projects that are similar in scope to this application:

- Round 1: 2018-19

- Round 2: 2019-20

- Round 3: 2020-21

- Round 4: 2021-22
- Round 5: 2022-23

(d) CTEIG Award: If applicable, please indicate whether your organization was awarded funds in 2022-23 and whether your organization will apply for 2023-24 CTEIG funds.

Note: K12 SWP applicants who were awarded funds as a Lead or K– 12 Partner Agency will be requested to include information on prior awards including a brief description of efforts K12 SWP awarded funds have supported to date.

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

(a) Lead LEA Type: Select the Agency Type from the drop-down list. The Lead Agency/fiscal agent on the application must be one of the following eligible LEAs: school district, county office of education, direct-funded charter school, or ROC/P operated by a joint powers' authority or county office of education. If applying as an ROC/P based at a county office of education, be sure to select the appropriate ROC/P option.

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

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

Note: The K12 SWP Lead LEA must identify and include contact information within NOVA for the following parties:

- **Project Lead:** Please designate one individual to be the first point of contact for the entire project. The Project Lead is the accountable party for the project.

  - Permissions include:
    - submitting and editing the application
    - editing project plan budgets and contacts
    - submitting and editing progress and expenditure reports

- **Project Lead Alternate(s):** Multiple individuals can be assigned to this role. The Alternate(s) will not be the first point of contact but will have the same permissions as the Project Lead. Communication through the NOVA system will only be received by the Project Lead.

- Permissions include:
    - submitting and editing the application
    - editing project plan budgets and contacts
    - submitting and editing progress and expenditure reports

- **Project Contributor & Reporter:** Multiple individuals can be assigned to this role. The Project Contributor & Reporter can contribute to the application but cannot submit. This is the role that should be provided to anybody that is not a lead but is a delegate of the lead.

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

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

    - **Agree to the Statements of Assurance (in NOVA),**

    - **Ensure the Lead LEA and all K–12 Partner Agencies have an MOU with Cal-PASS Plus,**

    - **Ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K–12 Partner Agencies,**

    - **Have an invoice process for all K–12 Partner Agencies (sub-grantees), and**

    - **Share K12 SWP-relevant communications and information with all partners.**

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

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

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

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

For each K–12 Partner Agency provide:

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

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

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

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

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

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

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

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

For each Higher Education Partner provide:

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

(b) Please note that the K12 SWP requires an intersegmental partnership between the K–12 system and at least one California community college (CCC) or California community college district (CCD). (Address for CCC Partner(s) is auto-populated by NOVA.)

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

(d) (OPTIONAL) Additional Higher Education Partner(s): If applicable, select any

additional higher education partners participating in the Pathway/Program Plan. Please note that additional higher education partners may include four-year colleges, including California State Universities, Universities of California, and private colleges

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

For each Collaborative Partner provide:

(a) Collaborative Partner: List the Collaborative Partner name and identify partner type and their proposed role for this CTE Pathway/Program Plan. Include name, phone, and email. (Contact information must be provided for each Partner.) *Collaborative Partner(s) Types include: Businesses, community organizations, industry organizations, philanthropic organizations, workforce development agencies, and government agencies, among others.*
Collaborative Partner Roles include: Fiscal/financial contribution, partnership and subject-matter expertise, curriculum development/alignment, work-based learning experiences for students, and externship experience for educators and administrators, among others.

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

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

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address (5,000 characters maximum).

Problem Statements should:

1. Be informed by and aligned with the region's Strong Workforce Program (SWP) Regional Plan and region's Labor Market Information provided by the region's Centers of Excellence.
2. Identify the sector/industry challenge(s) or need(s) the proposed K12 SWP plan will address with the local/regional sector/industry data that supports the stated challenge(s) or need(s), including information about the wage rate and demand for skilled workers.
3. Identify the need or opportunity in creating alignment with your Community College partner(s) that the K12 SWP plan will address.
4. Use data to identify equity gaps of how student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, experience opportunities, and complete high school coursework that are aligned to high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment and completion data to substantiate the targeted student population to be served.

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

Provide clear, concrete Project Objectives which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) plan(s) to use K12 SWP funds to meet the objectives. Avoid statements of lofty goals (5,000 characters maximum).

Project Objectives should:

1. Respond to the needs described in the Problem Statement
2. Be informed by and aligned with the region's Strong Workforce Program Plan and region's Labor Market Information by the region's Centers of Excellence.
3. Identify measurable outcomes that align career pathways/programs to community college programs and lead to high-wage, high-demand career opportunities.
4. Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals and work-based learning.

(7) Positive Considerations (Maximum points: 20)

1. <u>Area of Substantial Unemployment</u>: System will display if the Lead LEA and/or Partner LEAs are located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%. (Source: California Workforce Innovation and Opportunity Act 2019–20.)
2. <u>Rural School Districts</u>: System will display if the Lead LEA and/or Partner LEAs operate within rural school districts.
3. <u>Dropout Rate:</u> Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.
4. <u>Unduplicated Pupils</u>: Indicate whether the proposed CTE program(s) serves the following unduplicated pupils: English learners, students who qualify for free or reduced-price meals, or students who are designated foster youth (Education Code, Section 42238.02).
5. <u>Special Populations</u>: Indicate whether the proposed CTE program(s) serves K–12 students that are defined as special populations per Perkins V.
6. <u>New CTE Programs/Pathways:</u> Indicate whether one or more new CTE programs/pathways are proposed.

7. <u>New K12 SWP Applicant</u>: Indicate whether the Lead and/or K–12 Partner Agency has been awarded K12 SWP awards as a Lead or K–12 Partner Agency on any prior round of funding.

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

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

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

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

- Create a new High-School pathway(s)
- Scale an existing High-School pathway(s)
- Implement work across Industry Sectors (i.e. WBL across sectors, career exploration across sectors, student supports across sectors)
- Middle School Career Exploration

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

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

(a) Although the High-Quality CTE Program Evaluation will not be scored by the K12 Selection Committee, nor will the score on the evaluation be used in any way, the Program Evaluation should be used as a tool to guide the planning and implementation of K12 SWP Work. The Lead LEA and all K–12 Partner Agencies on the application will upload a completed High-Quality CTE Program Evaluation that reflects the current practice of existing CTE programs and related evidence on file. LEAs that have applied for 2023-24 CTEIG funds will upload the same High-Quality CTE Program Evaluation used in the most recent CTEIG application. LEAs that did not apply for CTEIG funds will complete and upload a 2023 Program Evaluation.

(b) K14 Pathway Quality Strategies

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

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

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

(c) CTE Pathway/Program Work Plan

The CTE Pathway/Program Work Plan is a requirement of the application. Use the CTE Pathway/Program Work Plan to describe the activities and strategies that will be implemented to address the Problem Statement and to achieve the Project Objectives.

For each K14 Pathway Quality Strategy identified earlier in the application as the focus of this work (i.e., Curriculum and Instruction, College and Career Exploration, Postsecondary Transition, Work- Based Learning), describe the work and expected measurable outcomes.

Items 1 and 2 below will be answered for *each* strategy selected:

1. Describe work and project activities to be funded by K12 SWP. Use a thorough and coherent approach that illustrates how the activities will align with the **Problem Statement** and achieve the stated **Project Objectives**.

2. Describe and provide a list of expected measurable outcomes. What changes will occur because of the work and activities put into place with this grant? What improvements will be made? Examples may include increases in CTE enrollments, CTE completers, CTE completers' graduation rate, CTE completers with early college credit/WBL/industry certifications (could reference other metrics from K12SWP dashboard.

Items 3, 4, & 5 below will be answered ***only once*** regardless of the number of strategies selected.

3. Identify partner roles and responsibilities. Include description of what each K12 partner, community college, and/or employer partner, etc. will contribute to the project.

4. Identify the total number of students (unduplicated headcount) and/or teachers to be served and describe the way they will be impacted by each strategy. Provide justification for requested funds and address plans for sustainability. (Return on Investment)

5. Describe the student supports activities designed to improve access to and

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

Note: A work plan practice template, scoring rubrics, and additional resources can be downloaded from the [K12 Strong Workforce Program](#) website.

(d) Review the K12 SWP Scoring Rubrics to ensure that your work plan addresses each item that will contribute to the overall work plan score. There should be alignment between each section of the work plan, the Problem Statement, and the Project Objectives. Leveraging other CTE Funds to Support this Work.

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

- LCFF (general funds)
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- CTEIG (California Technical Education Incentive Grant)
- Agricultural Career Technical Education Incentive Grant
- CTEFP (Career Technical Education Facilities Program/Prop 51)
- CPA (California Partnership Academies grants)

- SSP (Specialized Secondary Programs grant)
- Community College SWP (Strong Workforce Program)
- Other:_____

(10)   Budget (Maximum Points: 15)

Budget: Each Lead LEA and K–12 Partner Agency (if applicable) must prepare a budget by object code, provide descriptions, and identify match funds. **The budget plan should align with the work plan.**

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

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

1000 – Certificated Salaries: Certificated CTE teacher salaries

2000 – Classified Salaries: Classified salaries associated with CTE programs only 3000 –

Employee Benefits: Only those Benefits associated with included salaries

4000 – Books and Supplies: Only those expenses related to CTE courses or Career Exploration activities included in the project

5000 – Services and Other Operating Expenditures: Only those charges related to CTE programs included in the project

6000 – Capital Outlay: Only those expenses related to CTE courses included in the project

7000 – Indirect Costs at a rate of 4%

The total budget will populate based on the amounts entered. This is not a guarantee of being funded the requested amount.

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

(11)   Assurances

A duly authorized representative for the Lead LEA should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please upload the Statement of Assurance form into NOVA for the Lead LEA and all partner LEAs attesting that the Pathway/Program is:

- In compliance with K12 SWP legislation (Education Code, Section 88827-88828(c)(8)(C)):
    - All partners will report outcomes and financials in the NOVA and Cal-PASS Plus systems.
- Aligned with the district(s)/partner district(s) 2022-23 LCP.
- Informed by, aligned with and expands upon the region's Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information and regional priorities.
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

Please attest to the assurances that the Lead LEA and LEA Partners will:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program,

including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion and earnings of underserved demographic groups.

(12)   Supporting Documentation

Applicants **must** upload the following documents:

- High-Quality CTE Program Evaluation for each applicable LEA participating in this work;
    - **2023-24 CTEIG applicants:** For each LEA (Lead Agency and all K-12 Partner Agencies), please upload a copy of the High-Quality CTE Program Evaluation completed for your recent CTEIG application.
    - **All other LEAs:** Please complete the 2023-24 High Quality CTE Program Evaluation and upload a copy.
- A signed agreement (Statement of Assurance) with each K–12 Partner Agency whose ADA is included on the application as the students served and
- MOUs with Cal-PASS Plus for the K12 SWP Lead LEA (if applicable) and all K–12 Partner Agencies **OR** an action plan with expected timeline for securing MOUs.
- A signed letter of commitment from community college partner(s) detailing the intended collaborative work.

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

E. DOWNLOADABLE APPLICATION TOOLS

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

a. [CTE Pathway/Program Work Plan practice template](#)

b. [CTE Pathway/Program Problem Statement and Project Objectives Examples](#)

c. [CTE Pathway/Program Budget and Match template](#)

d. [CTE Pathway/Program Budget and Match Example](#)

e. [CTE Pathway/Program Scoring Rubrics](#)

f. [Statement of Assurance](#)

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

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APPENDIX A: GRANTEE REQUIREMENTS AND GUIDELINES

A. ALIGNMENT WITH GUIDING POLICY PRINCIPLES TO SUPPORT K–14+ PATHWAYS

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

- ❖ **Focus on a Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.

- ❖ **Promote Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.

- ❖ **Achieve System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K– 14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing and attainment of student outcomes in a timely way that lead to upward mobility in California's industry sectors.

- ❖ **Support the Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of state standards, attainment of student outcomes and a strengthening of California's regional economies.

B. LEVERAGING PARTNERSHIPS AND CTE FUNDING SOURCES

(a) Examples of Leveraging SWP at Partnering Community Colleges

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

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

- ❖ The partnering community college can share course syllabi and collaborate with K–

12 to create vertical alignment in CTE pathways.

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

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

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

(b) Working Norms for Intersegmental Partnerships

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

1. Frequent, open, and intentional communication between educational agencies, workforce agencies and employers.

2. A mindset shift from insular to coordination of planning and from independent to interdependent implementation of systems to make better use of and maximize scarce public funds.

3. A continual scan for opportunities to leverage, build upon, and/or replicate effective models and practices in order to benefit from the scale of the state.

4. An understanding of the existing eco-system as a basis to build a new culture for our institutions and incentivize behaviors and relationships.

5. Ongoing alliances through sustained funding and mutual agreements in order to "stay the course" despite governance changes.

6. A commitment to the work to create stability and sustainability of the K–14+ college and career pathway system.

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C. LEVERAGING MULTIPLE CTE FUNDING SOURCES

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

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

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

D. PROGRAM OUTCOME MEASURES

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

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

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

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

- Entered registered apprenticeship after participation in high school pre- apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.

- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

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

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

E. REPORTING REQUIREMENTS

a) Program Outcome Measures Reporting

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

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

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

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

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

b) Progress and Fiscal Reporting (see Table 7 for details)

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

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

The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88828. It is the responsibility of the lead LEA to ensure that all K–12 Partner Agencies on the project submit mid-year progress and expenditure reports either on their own or to the lead LEA to submit on their behalf. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Regional Consortium. Due dates are subject to change, pending announcement from the CA Community College Chancellor's Office.

Table 7. K12 SWP Progress and Expenditure Report Due Dates

Date	Reports Due	Reporting System	Time Period
August 31, 2024	First Progress and Expenditure Report	NOVA	January 2024 through June 2024
February 29, 2025	Second Progress and Expenditure Report	NOVA	July 2024 through December 2024
August 30, 2025	Third Progress and Expenditure Report	NOVA	January 2025 through June 2025
February 28, 2026	Fourth Progress and Expenditure Report	NOVA	July 2025 through December 2025
August 29, 2026	Fifth Progress and Expenditure Report	NOVA	January 2026 through June 2026
November 28, 2026	Final K12 SWP Expenditure Report and Outcomes	NOVA	January 2024 through June 2026
November 1, 2024	Annual Course Data Report	Cal-PASS Plus	January 2024 through June 2024
November 1, 2025	Annual Course Data Report	Cal-PASS Plus	July 2024 through June 2025
November 1, 2026	Annual Course Data Report	Cal-PASS Plus	July 2025 through June 2026

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

A. COST AND PAYMENTS

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

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

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

B. WORK TO BE PERFORMED

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

C. MODIFICATION/BUDGET CHANGES

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

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

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

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

D.   ASSURANCES, CERTIFICATES, TERMS, AND CONDITIONS

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

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

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

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APPENDIX C: GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES

A. DETERMINING IF A COST IS ALLOWABLE

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

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

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

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

What are the guidelines of allocable?

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

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What is supplanting?

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

Allowable General Costs

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

Table 8. Allowable and Non-Allowable Activities and Costs

Allowable	Allowable with Prior Approval	Unallowable
		Advertising and Public Relations
		Alcoholic Beverages
		Alumni Activities
		Audit Costs
		Bad Debts
		Commencement and Convocation Costs
	Communication Costs (telephone, telegrams, postage, messenger)	
Compensation for Personnel Services (salary, wages, fringe benefits)		
		Contingencies

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Allowable	Allowable with Prior Approval	Unallowable
		Contributions or Donations Given or Paid Out (cash, property, services)
		Entertainment Costs[1]
Equipment[2] (low value assets with a value greater than $250 - $4,999)		Equipment[2]
		Fines and Penalties[3]
		Fundraising and Investment Costs
		Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.)[4]
		Goods & Services for Personal Use
		Improvements[5]
Indirect or Administrative Expenditures *(rate approved by the Chancellor's Office)*		
		Lobbying
		Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)		
Meetings and Conferences[6]		
	Memberships[7]	
Professional and Consultant Services		
		Proposal Costs

Allowable	Allowable with Prior Approval	Unallowable
Publication and Printing Costs (printing and publication costs related only to funded project activities)		
Maintenance & Repair Costs[8] (keeping in efficient operating condition)		Maintenance & Repair Costs[8] (construction, remodeling, increasing value)
		Student Expenses, Activities or Direct Services
		Selling and Marketing[9]
Travel[10]	Out-of-State Travel[10]	Out-of-Country Travel[10]

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

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

> *General Purpose Equipment* – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment, reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

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

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

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

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

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

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

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

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

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

> **OUT-OF-STATE TRAVEL:** Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel. **Refer to AB 1887 HERE** regarding prohibited travel states.

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

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

APPENDIX D: REGIONAL FUNDING DISTRIBUTION BASED ON AVERAGE DAILY ATTENDANCE (ADA)

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

Table 9. Regional Funding Distribution Based on Average Daily Attendance3

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

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

Statewide Funding Allocations to the Regions

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

- The unemployment rate. (33 percent of the allocation formula)
- The region's total Average Daily Attendance (ADA) for pupils in grades 7 through 12, inclusive.[3] (33 percent of the allocation formula)
- The proportion of projected regional job openings. (34 percent of the allocation formula)

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