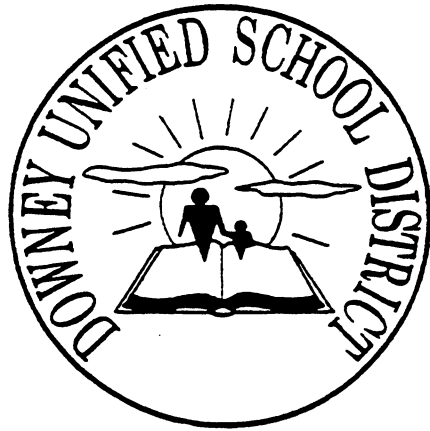**BOARD OF EDUCATION**

DOWNEY UNIFIED SCHOOL DISTRICT

**GRANT SUB-AGREEMENT between
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
and DOWNEY UNIFIED SCHOOL DISTRICT**

March 9, 2021 - REGULAR MEETING

PACE TRAINING CENTER

9625 Van Ruiten Street

Bellflower, California 90706

**GRANT SUB-AGREEMENT BETWEEN
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
AND
DOWNEY UNIFIED SCHOOL DISTRICT**

This grant sub-agreement (hereinafter "Agreement") is entered into on this 8th of February, 2021, between Rancho Santiago Community College District (hereinafter "RSCCD") and **Downey Unified School District** (hereinafter "SUBCONTRACTOR"). RSCCD and SUBCONTRACTOR may be referred to individually as a "Party" and collectively as the "Parties" in this Agreement.

WHEREAS, RSCCD was selected to serve as the Fiscal Agent for the K12 Strong Workforce Program for Los Angeles and Orange Counties, (hereinafter "Grant") from the California Community Colleges Chancellor's Office, Workforce and Economic Development Division (hereinafter "Prime Sponsor"), to sub-grant and contract with Local Educational Agencies to implement career education, K-12 to community college pathway improvement projects that connect to in-demand, high-wage occupations in the region; and

WHEREAS, RSCCD has the right to enter into agreements with outside entities for various services with the approval of the Board of Trustees; and

WHEREAS, SUBCONTRACTOR has agreed to participate in the purpose of the Grant according to the terms and conditions hereinafter set forth.

NOW, THEREFORE, the Parties hereby agree as follows:

ARTICLE I

1. Statement of Work
   SUBCONTRACTOR agrees to perform the work in the Scope of Work (*Exhibit A*) approved by the PRIME SPONSOR, which by reference is incorporated into this Agreement. SUBCONTRACTOR agrees to comply with all provisions, to perform all work as set forth in this Agreement and the aforementioned Statement of Work in a professional, timely and diligent manner.

2. Period of Performance
   The period of performance for this Agreement shall be from January 1, 2021 through June 30, 2023.

3. Total Cost
   The total cost to RSCCD for performance of this Agreement shall not exceed $5,215,929.00 USD.

4. Budget
   SUBCONTRACTOR agrees that expenditure of funds under this Agreement will be in accordance with the Scope of Work (*Exhibit A*) submitted by the SUBCONTRACTOR and

approved by the PRIME SPONSOR and/or RSCCD, as appropriate, which by reference is incorporated into this Agreement. Modifications to the budget are allowed without prior approval, as long as the total dollar amount is not affected and the outcomes of the Agreement will not be materially affected.

5. <u>Payment and Invoicing</u>
Payment to the SUBCONTRACTOR shall be based on an advance payment of 70% (seventy percent) after the Agreement is fully executed, up to 20% (twenty percent) in progress payment 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. The final 10% (ten percent) payment is contingent upon successful performance of the work, as approved by the PRIME SPONSOR. Payment shall not exceed the amount listed above under Article I.3. "Total Costs".

SUBCONTRACTOR must submit invoices for payment to RSCCD via e-mail to Sarah Santoyo (Santoyo_Sarah@rsccd.edu) and Alejandra Landa (Landa_Alejandra@rsccd.edu). The subject line of the invoice should be as follows: "INVOICE_K12SWP_PIF_Subcontractor Name."

Refer to the Invoice Form and Instructions (Exhibit B) for guidance on how to complete and submit invoices. (NOTE: an electronic version of the invoice form will be provided to the SUBCONTRACTOR).

6. <u>Reporting</u>
SUBCONTRACTOR will provide reports as requested or required by the PRIME SPONSOR, in a timely manner. The PRIME SPONSOR and/or RSCCD will provide guidance and instructions on reporting to the SUBCONTRACTOR.

K12 Strong Workforce Program funding is project based with project submissions and reporting expenditures in NOVA. The SUBCONTRACTOR agrees to adhere to the reporting frequency as identified in Exhibit D: K12 Strong Workforce Program RFA-Appendix A: Grantee Requirements and Guidelines, p.36-37. Periodic fiscal and narrative progress reports of project progress may be requested by the Fiscal Agent or the Regional Consortium at any time.

SUBCONTRACTOR shall prepare and submit outcomes data as required by the legislation, Education Code §88828 (d)(8), and as referenced in Exhibit D: K12 Strong Workforce Program RFA –Appendix A: Grantee Requirements and Guidelines, p. 36. As per the legislation, failure to provide this data may result in termination of the grant.

7. <u>Expenditure of Grant Funds</u>
SUBCONTRACTOR agrees to comply with all Grant requirements and that it is solely responsible for the appropriate expenditure of all Grant funds received and for any misappropriation or dis-allowment of Grant funds.

8. <u>Modifications</u>

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

If the SUBCONTRACTOR wishes to make substantial changes to the scope of work, then a revised scope of work that describes the requested changes and their impact to the budget and outcomes must be submitted to RSCCD and approved by the PRIME SPONSOR. Substantial changes are those that would represent a significant deviation from the approved scope of work and would lead to different outcomes or fall outside of the generally understood purpose of the use of the funds. Changes in methods of implementation (i.e., the means by which the approved scope of work is implemented) or movement between budget line items would not be considered substantial changes, and would not require prior approval.

9. Time Extensions
   SUBCONTRACTOR must spend all of the funds allocated through this Agreement within the timeframe of the Agreement.

10. Independent Contractor
    SUBCONTRACTOR agrees that the service provided hereunder are rendered in its capacity as an independent contractor and that it is not in any way an agent of RSCCD, nor shall its employees be entitled to any personnel benefits of RSCCD whatsoever.

11. Subcontract Assignment
    Unless specifically noted in the Scope of Work (*Exhibit A*), none of the duties of, or work to be performed by, SUBCONTRACTOR under this Agreement shall be sub-contracted or assigned to any agency, consultant, or person without the prior written approval by the PRIME SPONSOR. No subcontract or assignment shall terminate or alter the legal obligation of SUBCONTRACTOR pursuant to this Agreement. SUBCONTRACTOR shall ensure that all subcontracts for services and contracted staff are procured in a manner consistent with state guidelines. Upon request, SUBCONTRACTOR shall submit to RSCCD copies of all sub-contracts for services and contracted staff, and other agreements, as well as documentation indicating the approving authority's approval that relate to this Agreement.

12. Record Keeping
    SUBCONTRACTOR agrees to maintain project records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated.

13. Audit
    SUBCONTRACTOR agrees that RSCCD, the PRIME SPONSOR, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. SUBCONTRACTOR agrees to allow the auditor(s)

access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, SUBCONTRACTOR agrees to include a similar right of RSCCD, the PRIME SPONSOR, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract related to the performance of this Agreement.

14. Mutual Indemnification

Both Parties to this Agreement shall agree to defend, indemnify, and hold harmless the other Party, its officers, agents, employees, and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying Party, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused by the sole negligence or the willful misconduct of the non-indemnifying party or any of its agents or employees.

15. Termination

Either Party may terminate this Agreement, with or without cause upon thirty (30) days written notice served upon the other Party. Notice shall be deemed served on the date of mailing. Upon termination, or notice thereof, the Parties agree to cooperate with one another in the orderly transfer of contract responsibilities, records, and pertinent documents.

The obligations of RSCCD under this Agreement are contingent upon the availability of State funds, as applicable, for the reimbursement of SUBCONTRACTOR expenditures, and inclusion of sufficient funds for the services hereunder in the budget approved by the RSCCD Board of Trustees each fiscal year this Agreement remains in effect. In the event that such funding is terminated or reduced, RSCCD shall provide SUBCONTRACTOR with written notification of such determination, and RSCCD will reimburse SUBCONTRACTOR for costs incurred up to the termination date.

16. Disputes

In the event of a dispute between the Parties, the aggrieved Party shall notify the other Party and provide a detailed description of the alleged problem. The Parties agree to use reasonable efforts to resolve such dispute by good faith negotiations and mutual agreement. In the event such informal resolution is not successful within a reasonable period of time, the Parties hereby agree that such dispute will be resolved in the manner specified below.

Except as otherwise provided in this Agreement, any dispute concerning any question arising under this Agreement shall be decided by RSCCD and/or the PRIME SPONSOR. In such a case, the decision shall be reduced to writing and a copy thereof shall be mailed or otherwise furnished to SUBCONTRACTOR. The decision shall be final and conclusive unless within thirty (30) calendar days from the mailing or delivery of such copy, RSCCD receives from SUBCONTRACTOR a written request to appeal said decision. Pending final decision of the appeal, SUBCONTRACTOR shall act in accordance with the written decision of RSCCD or the PRIME SPONSOR, whichever is the final arbiter of the dispute. The handling of non-

criminal complaints, including discrimination complaints, and complaints and reports of criminal fraud, waste and abuse shall be as prescribed by the State of California, and/or the PRIME SPONSOR, whichever is applicable, in accordance with applicable provisions of the Code of Federal Regulations.

17. Notices

All notices, reports and correspondence between the Parties hereto respecting this Agreement shall be via email or deposited in the United States Mail addressed as follows:

RSCCD: **Primary Contact:**
Rancho Santiago Community College District
Sarah Santoyo, Assistant Vice Chancellor, Educational Services
2323 N. Broadway, Suite 201
Santa Ana, CA 92706
(714) 480-7466; Santoyo_Sarah@rsccd.edu

Fiscal Representative:
Rancho Santiago Community College District
Adam O'Connor, Interim Vice Chancellor, Business Operations/Fiscal Svcs
2323 North Broadway, Ste. 404-1
Santa Ana, CA 92706
(714) 480-7320, OConnor_Adam@rsccd.edu

SUBCONTRACTOR:
Primary Contact:

Name:	John Harris
Title:	Director, College and Career Readiness
Address:	Downey Unified School District
	11627 Brookshire Avenu
	Downey, CA 90241-7017
Phone:	(562) 469-6577
Email:	jharris@dusd.net

Fiscal Representative:

Name:	Andrea Iacovitti
Title:	Assistant Director, Business Services
Address:	Downey Unified School District
	11627 Brookshire Avenue
	Downey, CA 90241-7017
Phone:	(562)469-6625
Email:	aiacovitti@dusd.net

18. Total Agreement

This Agreement, together with the attachments hereto, expresses the total understanding of both Parties. There are no oral understandings of the Parties or terms and conditions other than as are stated herein. SUBCONTRACTOR acknowledges that it has read and agrees to all terms

and conditions included in this Agreement.

19. Amendments

This Agreement may be modified or revised at any time by the Parties as long as the amendment is made in writing and signed by an authorized official of both Parties.

ARTICLE II

1. Legal Terms and Conditions

This Agreement will be implemented in accordance with the conditions defined in the Grant Agreement, RFA Specifications and the Grant Agreement Legal Terms and Conditions (Education Code Title 3, Division 7, Part 54.5 Strong Workforce Program Section 88827-88833) as set forth and incorporated into this Agreement by reference. As the Grant is subject to any additional restrictions, limitations, or conditions enacted in the State Budget and/or Executive Orders that may affect the provisions, terms, or funding of this Agreement in any manner, RSCCD may modify this Agreement through an amendment, as needed. SUBCONTRACTOR agrees to expend all funds in accordance with all applicable federal, state and local laws and regulations.

2. Assurances

By signing this Agreement the Parties certify that they comply with the legal requirements regarding Standards of Conduct, Workers' Compensation Insurance, Participation in Grant-Funded Activities, the Nondiscrimination Clause, Accessibility for Persons with Disabilities, and Drug-Free Workplace Certification.

This Agreement represents the entire understanding between RSCCD and SUBCONTRACTOR with respect to the Grant. No change, modification, extension, termination or waiver of this Agreement, or any of the provisions herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the Parties hereto.

IN WITNESS WHEREOF, the Parties hereto certify that they have read and understand all the terms and conditions contained herein and have caused this Agreement to be executed as of the day that both Parties have signed the Agreement.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT	SUBCONTRACTOR:*Downey Unified School District*
By: _Adam O'Connor (Feb 9, 2021 17:42 PST)_	By: _____
Name: Adam O'Connor	Name: Christina Aragon
Title: Interim Vice Chancellor Business Operations/Fiscal Services	Title: Associate Superintendent Business Services
Date: Feb 9, 2021	Date: _____
Board Approval Date: February 8, 2021	95-6006586
	Employer/Taxpayer Identification Number (EIN)

List of Exhibits

Exhibit A: Scope of Work (K12 Strong Workforce Program Project Plan – Certified)

Exhibit B: Invoice Form and Instructions

Exhibit C: Intent to Award Memorandum from the Chancellor's Office (12/09/2020)

Exhibit D: K-12 SWP Request for Applications (RFA) and Program Specifications

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

Exhibit F: K-12 SWP Financial Match Guidelines

To access the sub-agreement exhibits, please click here.

Exhibit A:

Scope of Work

(K-12 Strong Workforce Program

Project Plan – Certified)

K12 Strong Workforce Program Produced: 02/18/2021 06:46 PM PST Alejandra Landa

LA-21 Downey USD: Business and Entrepreneurship @DowneyMADE: Certified

Details

Pathway Improvement Name

LA-21 Downey USD: Business and Entrepreneurship @DowneyMADE

Region within which applying

Los Angeles

Start Date

01/01/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

✓ In compliance with K12 SWP legislation (Ed Code 88827).

✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

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

All LEAs will:

✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K–12 data:
1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Lead Agency

Downey Unified

Lead LEA Type
Unified School District

Agency Information

Address
11627 Brookshire Avenue | Downey, CA | 90241-7017
Region
Los Angeles
Website
http://www.dusd.net

Community College District
Cerritos CCD

Part of a Rural School District
No

Unemployment Rate
4.4%

Total ADA (Average Daily Attendance)
Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.
11081.75

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

No

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?
Yes

Will your organization apply for CTEIG funds in 2020-21?
Yes

Participating Schools

School
Downey High School
Warren High School
Columbus High School

Primary Contact(s)

Name	Role	Email
John Harris	Project Lead Contact	jharris@dusd.net

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Downey Unified	11,081.75	Unified School District

Higher Education Partners

Cerritos College

Higher Education Partner Agency Type
College

Agency Information

Address
Region
Los Angeles
Website
N/A

Community College District
Cerritos CCD

Primary Contact(s)

Name	Role	Email
Colleen McKinley	Contact - View Only	cmckinley@cerritos.edu

West Hills College Coalinga

Higher Education Partner Agency Type
College

Agency Information

Address
300 Cherry Lane | Coalinga, CA | 93210
Region
Central/Mother Lode
Website
N/A

Community College District
West Hills CCD

Primary Contact(s)

Name	Role	Email
Kelly Cooper	Contact - View Only	kellycooper@whccd.edu

Collaborative Partners (optional)

SELACO Workforce Development Board

Agency Type
Industry

Address
10900 183rd st. | Cerritos , CA |

Website
N/A

Partner Role

✓ Partnership and Subject-Matter Expertise

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Yolanda Castro	Contact - View Only	yolandac@selaco.com

Bayha Group

Agency Type
Other

Address
7875 Highland Village Pl., Suite B102-383 | San Diego, CA | 92129

Website
www.bayhagroup.com

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
June Bayha	Contact - View Only	june@bayhagroup.com

BRIC Foundation

Agency Type
Industry

Address
N/A

Website
https://bricfoundation.org/

Partner Role

✓ Partnership and Subject-Matter Expertise

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Jill Gilbert	Contact - View Only	jillfgilbert@gmail.com

Mary R. Stauffer Foundation

Agency Type
Philanthropic Organization

Address
N/A

Website
N/A

Partner Role

✓ Fiscal/Financial Contribution

Contacts

Name	Role	Email
Nancy Swenson	Contact - View Only	nswenson@dusd.net

Problem Statement

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

Downey Unified School District (DUSD), in south Los Angeles (LA) County, is situated at the nucleus of LA/Orange County Regional Consortium (LAOCRC) priority industry career opportunities and postsecondary programs. DUSD enrolls 22,064 students with 68% qualifying for free/reduced price lunch, and 98% students of color. DUSD seeks grant funds to infuse Business & Entrepreneurship (B&E) across regional priority sector CTE pathways, and expand student access to work-based learning (WBL) opportunities. Business fundamentals lead to success in regional high-priority industries, and position students for high-wage careers in industries meeting regional labor needs. Customer acquisition, product/project management, customer relations, marketing, human resources, starting a company & day-to-day operations connect across all industries. Several LA community colleges adopted "entrepreneurial mindset across disciplines" projects to strengthen career pathways, expand WBL opportunities, and address industry needs in priority & emerging sectors. LA workers in business & financial operations occupations earn a median annual wage of $67,484, and an above-living wage of $32.44 median hourly rate (CA EDD LMI 2018/Centers of Excellence).

Grant funds infuse B&E into existing CTE pathways aligned with LAOCRC Regional Plan across 3 priority industry sectors: Energy, Construction & Utilities (ECU), Information and Communication Technologies/Digital Media (ICT/DM) and (B&E) in areas most in need of strategic support. DUSD has outdated equipment unable to support industry-recognized skills/credentials and properly articulated courses to ensure students are prepared to continue their field of study at Cerritos College. Increased engagement through project-based learning, entrepreneurship opportunities for students to share work publicly, & enhanced CTE outreach will attract more underserved students into CTE pathways. DUSD sees significant opportunities to broaden CTE pathways to benefit all students through WBL and postsecondary education transitions & completion.

DUSD aims to expand WBL initiatives, dual enrollment, and articulation with partner Cerritos College and others. DUSD proposes to promote B&E through a student-operated, corporate-like annual Downey MADE Expo as a public showcase for students to apply hands-on, project-based WBL activities with event planning, project management, budget, logistics, marketing, customer experience, and execution of the Expo event.

Project Objectives

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

DUSD will augment WBL opportunities and build new partnerships for postsecondary transitions and completion by using K12 SWP funds for CTE faculty time to collaborate across pathways and to purchase industry-standard equipment to benefit CTE pathway students, especially mindful of addressing the technology access needs of DUSD's significant population of under-resourced students. In the areas of WBL and postsecondary transitions and completion, DUSD will enhance and augment its 7 pathways in the ICT/DM and 2 pathways in ECU priority industry sectors as cited in LAOCRC Regional Plan (LAOCRC RP) as a growing demand industry and articulate to partner community colleges. Funds will update equipment for CDE pathways in Arts, Media & Entertainment; Engineering & Architecture, and ICT: Software & Systems Development. DUSD will launch *Business and Entrepreneurship @DowneyMADE (BE@D)* to integrate CTE pathways with marketable, transferable, and priority sector aligned B&E skills through collaborating on the Downey MADE Expo as well as focused direct transitions to Cerritos College business courses; preparation for 4-year universities; computers/equipment for high school CTE pathways that tie learning to business principles; job readiness services; industry certifications, and more.

Students and CTE teachers will participate in tours to industry, internships, job shadowing, and hands-on experiences to prepare students for postsecondary education and the workforce. As the LAOCRC RP states, articulation and dual enrollment opportunities for high school students are key to provide a pipeline of middle-skill workers employers seek. In the ICT/DM sector, equipment/supplies include new studio cameras, microphones, headphones, headsets, monitors and audio interface equipment will better articulate what CTE students learn in high school with the audiovisual and digital arts programs offered at partner community colleges. In ICT/DM, students will receive much needed up-to-date computers (non-Chromebooks) that are capable of running operating systems like Windows 10 or software like Microsoft 365, Adobe Creative Cloud, AutoCAD, Unity or Visual Studio with faster Wi-Fi standards to align with what industry professionals use. Included are new equipment and supplies for the Engineering pathway in the ECU sector needed to better align to industry, preparing students for industry certifications and articulation agreements with partner Cerritos College.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (https://www2.ed.gov/programs/reapsrsa/eligibility.html).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Downey Unified	No	4.4% ✅

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate
9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

✓ Arts, Media, & Entertainment (CDE)

✓ Engineering & Architecture (CDE)

✓ Information & Communication Technologies (CDE)

Crosswalk California Community Colleges

✓ Energy, Construction & Utilities (CCCCO)

✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)

Pathways & Design Purpose

✗ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

Pathway(s) Involved

- Arts, Media, & Entertainment: Other Arts, Media & Entertainment
- Engineering & Architecture: Other Engineering & Design
- Information & Communication Technologies: Software & Systems Development

✗ Implement Cross-Sector Work

Work Plan

K14 Pathway Quality Strategies

✗ Curriculum and Instruction

✗ College and Career Exploration

✓ Postsecondary Transition and Completion

✓ Work-Based Learning

K14 Pathway Quality Strategies: Postsecondary Transition and Completion

Description of work funded by K12 SWP

The proposed *Business and Entrepreneurship @DowneyMADE* will infuse business development and practices across all ICT/DM and ECU CTE pathways to create a culture of entrepreneurship that dovetails with Los Angeles County's appetite for creative

enterprise. Activities include an end of year, multi-day districtwide Downey MADE Expo where students showcase what they created in the various CTE pathways across Downey and Warren High Schools. Business & Entrepreneurship (B&E) concepts learned through these activities will prepare students for college courses that articulate to Cerritos College, and for success in dual enrollment courses. Currently (5) dual enrollment courses are offered by Cerritos College for DUSD students at high school campuses, and this grant will open opportunities for continued and enhanced partnerships with local colleges. New equipment and time for all CTE teachers to collaborate to support their students in the Downey MADE Expo position Downey students for success in postsecondary work and beyond. All DUSD CTE students will have an opportunity to learn and apply B&E skills such as: event planning, project management, teamwork, budget, logistics, marketing, customer experience, and implementing the annual expo event. With students enterprising to design, collaborate, and implement an annual Downey MADE Expo and prepare their work for a wider audience, more CTE coursework across pathways will articulate with introductory business courses at Cerritos College.

List of project activities

With the ability to update and upgrade existing equipment in ECU and ICT/DM-focused pathways, DUSD's proposed *Business and Entrepreneurship @DowneyMADE* prepares students to enter Cerritos College programs with credits already completed in high school through dual enrollment. Support of postsecondary transition and completion for DUSD students will occur through the following activities:

Cerritos College will:

- Provide faculty for dual enrollment courses on Downey Unified campuses
- Be an active member of the K12 Strong Workforce Program Advisory Team
- Offer feedback to teachers on curriculum development and related activities
- Collaborate with DUSD teachers in developing possible dual enrollment courses and/or articulation agreements
- Identify potential industry professional guest speakers
- Provide career guidance/mentoring that incorporates updated information on careers related to CTE pathways.

DUSD will support postsecondary transition and completion:

- In the ICT/DM sectors, procure new equipment/supplies at both Warren High School (WHS) and Downey High School (DHS) that include new studio cameras, microphones, headphones, headsets, monitors and audio interface equipment will better articulate what CTE students learn in high school with the audiovisual and digital arts programs offered at partner community colleges.
- In ICT/DM, students at WHS and DHS will receive much needed up-to-date, computers (non-Chromebooks) that are capable of running operating systems like Windows 10 or software like Microsoft 365, Adobe Creative Cloud, AutoCAD, Unity or Visual Studio with faster Wi-Fi standards to align with what industry professionals use.
- Included are new equipment and supplies for the DHS and WHS Engineering pathway students in the ECU sector needed to better align to industry, preparing students for industry certifications and articulation agreements with partner Cerritos College.
- Work with consultants to provide technical assistance and expertise to ensure CTE pathways target labor market needs of regional employers and promote formal agreements with postsecondary institutions for priority regional industry sectors.
- Work with consultants to manage and track student-level data to provide seamless transitions to postsecondary programs as well as identify demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Partner role and responsibilities

DUSD

Coordinate all grant activities with partners to ensure CTE teachers receive professional development in project-based learning; all CTE activities integrate core curriculum with an emphasis on math integration and business and entrepreneurship principles across ICT/DM and ECU pathways.

Cerritos College

- Provide faculty for dual enrollment courses at DUSD
- Be an active member of the K12 Strong Workforce Program Advisory Team

- Offer feedback to teachers on curriculum development and related activities
- Collaborate with their teachers in developing possible dual enrollment and/or articulation agreements
- Identify potential industry professional guest speakers and
- Provide career and college guidance/mentoring that incorporates updated information on careers relating to the pathways

West Hills Community College SEP SEP

To support DM students, offer a 3-unit CIS 026A, Audiovisual (AV) Essentials with AVIXA (AV industry trade organization) course that provides an introductory overview of science and technology for audio, visual and audiovisual systems integration. Students explore microphones, cameras and displays, digital signals, networking, future trends, and everything AV. Students may use this course as preparation for the AV Technologist test, a certificate offered by AVIXA. SEP

Mary R. Stauffer Foundation

Provide grant funds to support college transitions, including the purchase of equipment and materials that may be used for the ICT/DM, Health, Life Sciences & Biotechnology, and Business & Entrepreneurship sector pathways to better articulate high school pathways to higher education courses and programs.

Bayha Group

Collect student-level data for those participating in the *Business and Entrepreneurship @DowneyMADE* initiative, conduct formative and summative data collection and analyses 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.

Number of students and/or teachers to be served

DUSD will serve 2,500+ high school students who are enrolled across 20 CTE pathways through postsecondary readiness activities in alignment with Cerritos College introductory business courses in the *Business and Entrepreneurship @DowneyMADE* initiative. More than 300 high school students will gain test prep skills toward 3rd party certifications to further their career and college goals through Certiport third-party certification for programs such as Adobe Photoshop, Illustrator, or Premier, among other certifications across pathways. Funds support additional pay for 20 CTE teachers from DHS, WHS, and Columbus High School to collaborate as a team in designing, planning, and supporting CTE students to implement the districtwide Downey MADE Expo as a final showcase of learning in CTE pathways.

Justification for requested funds (Return on Investment)

Business and Entrepreneurship @DowneyMADE initiative supports students across DUSD pathways by infusing business and entrepreneurship practices into student learning experiences throughout the K12 SWP grant period and beyond. Capstone student experiences include student-led and designed industry/career Downey MADE Expo to elevate this initiative by infusing practices, such as time and resource management, customer acquisition, product/project management, customer relations, marketing and advertising, human resources, how to start a company, introductions to trademarks, and more throughout CTE programs. With the updated and new equipment in ICT/DM and ECU CTE pathways, students will have more access to industry-relevant equipment as well as more opportunities to earn college credit through dual enrollment, and be prepared for introductory level business courses at Cerritos College to enter careers in the high-priority LAOCRC industry sectors of Business & Entrepreneurship, ECU, and ICT/DM.

In order to track return on investment for postsecondary transition and completion, Bayha Group will collect student-level data for those participating in *Business and Entrepreneurship @DowneyMADE*, and conduct formative and summative data collection and analyses. In addition, these data will be provided to DUSD to address reporting of data that can be used by policymakers, DUSD administrators and Board Members, 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.

K14 Pathway Quality Strategies: Work-Based Learning

Description of work funded by K12 SWP

Work-based learning (WBL) is integral to student experiences in the Business and Entrepreneurship @DowneyMADE project. DUSD will contract with consultants and the Southeast Los Angeles County Workforce Development Board (SELACO WDB) to augment and scale existing WBL, known as the Downey MADE Work Experience, within CTE pathways and curate WBL designed for CTE capstone students more aligned to their chosen pathway along with including seniors to gain access to paid online and in-person work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum. The existing Downey MADE Work Experience focuses on juniors.

This proposal extends WBL including the Downey MADE Work Experience to expand participation to CTE capstone students and seniors who would benefit from more industry-aligned work experiences, both virtual and in-person. WBL activities will include industry professionals providing coaching and direct feedback to CTE students on how to stand out in cover letters, resumes, Linkedin profiles, along with interview tips. Online practice interview events will be offered to CTE capstone students and to seniors so they are prepared to successfully transition to postsecondary education or to industry ready.

Partners will work together to recruit industry partners and invite K–14 career education faculty to collaborate on activities for students on all levels of CTE pathways with a business/entrepreneurship focus, including: reviewing the knowledge and skill preparation needed for WBL opportunities; providing robust documentation of student performance in the workplace; coordinating orientation for workplace supervisors and mentors. The goal for expanding WBL is for more students to gain access to hands-on, project-based work experiences along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery, which can be completed remotely or in-person.

Culminating experiences will be held at least annually and be student-led and designed in virtual and live event showcase formats as allowed during COVID-19 that are open to the greater Downey community along with industry professionals, parents, families, community college partners, SELACO WDB staff, school officials, media, and Chamber of Commerce partners, among others.

List of project activities

WBL for *Business & Entrepreneurship @DowneyMADE* project will take place through the following activities:

- Consultants will expand, oversee, and manage all WBL, including Downey MADE Work Experience to provide opportunities for all students to gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum
- SELACO WDB will expand job readiness services for the Downey MADE Work Experience program for 150 students over 3 years
- Consultants will collect student-level data collection, conduct data analyses and provide reporting of effectiveness and continuous improvement of counseling and other CTE-related services
- DUSD CTE staff and partners will work to build a robust CTE Advisory Committee with representation from priority industry sectors, including ICT/DM, ECU, B&E, multimedia industries, transportation, construction, health, engineering design, product design, gaming, and culinary arts
- Consultant will collect student-level data collection, conduct data analyses and provide reporting of data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Partner role and responsibilities

DUSD

Oversee and manage all WBL activities in collaboration with various education consults who bring longstanding relationships with industry professionals to ensure alignment between CTE pathways while addressing LAOCRC regional industry priorities and industry/workforce needs.

Bayha Group[SEP]

- Curate and coordinate placement of CTE capstone students along with seniors into virtual and in-person WBL activities and collaborate in designing internships, job shadowing, mentoring, speakers bureaus, and host student showcases.
- Collect student-level data collection, conduct data analyses and provide reporting of data that can be used by policymakers, community college districts, and regional partners to support and evaluate the program, including demographic data used to

evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

<u>BRIC Foundation</u>

This women-led ICT/DM company works to bolster underrepresented groups so they can excel at creative leadership, and offers to:

- Mentor students on assembling and pitching projects for animated TV series [1]
- Provide guidance by top animation executives (animation studios might include Sony Pictures Animation, Nickelodeon, Netflix, Cartoon Network, and Disney) [1]
- Partner with post-secondary schools such as Gnoman, ArtCenter, CSU Long Beach, CalArts, USC, UCLA, and Santa Monica College [1]
- Provide an in-depth look at the media/tech/entertainment industries emerging platforms of augmented reality/virtual reality (AR/VR). [1]

<u>SELACO WDB</u>

Expand job readiness services for the virtual and in-person Downey MADE Work Experience program for 300 students over 3 years under this grant and will:

- Identify opportunities for student job shadowing or internships [1]
- Identify potential employer partners [1]
- Provide career guidance for students that incorporates labor market information [1]
- Support expansion of the Downey MADE Work Experience program to be virtual and in-person [1].

<u>CTE Advisory Committee</u>

Advisory committee members work with DUSD to recruit new industry partners and increase student access to WBL activities. Committee will build capacity and smooth transitions to help students meet college and career metrics for pathway completion, industry certification, completion of transferable college courses, and increase online and in-person WBL experiences.

Number of students and/or teachers to be served

All CTE pathway capstone students as well as Downey, Warren, and Columbus High seniors, approximately 1200+, will be invited to participate in WBL and job skills experiences with partners through workforce development boards, consultants, industry, and parent connections. 20 DUSD CTE pathway teachers will be supported by this K12 SWP grant for their time in order to plan and coordinate their students for the annual Downey MADE Expo during the summer and school year. Around 300 CTE capstone students and seniors will participate in the enhanced Downey MADE Work Experience from industry and consultants during the duration of the K12 SWP grant period.

Justification for requested funds (Return on Investment)

WBL activities, especially for CTE capstone students and seniors will prove integral and robust within the *Business and Entrepreneurship @DowneyMADE* initiative. The goal is to support student development in career pathways through internships, real-world worksite experiences, pre-apprenticeships, mentoring, job shadowing, and essential workplace skills development, in partnership with workforce boards, industry, and consultant expertise. Students will be prepared to test for industry-recognized certifications, and enter Cerritos College or other postsecondary institutions with college credits already earned in high school. The Business & Entrepreneurship focus of the initiative puts students on track for introductory businesses courses at local community colleges upon pathway completion or high school graduation. An entrepreneurial mindset prepares students for success across priority sectors regionally.

Students will receive invaluable online mock interview experience with industry professionals. Online and in-person work experiences like internships are vital for students to build portfolios and workforce resumes, and may include: onboarding, which involves appropriate workplace attire; time management; awareness of workplace expectations; email etiquette; professional written, phone, and video conference correspondence; teamwork/collaboration; establishing, managing, and completing high-quality deliverables; communication mastery; and greater self-awareness of strengths and skills. The goal is for CTE capstone students and seniors to be college and workplace ready upon graduation.

To access return on investment in WBL, an education consultant will be hired to collect student-level data during and after WBL participation. Formative and summative data will be collected and analyzed and shared with DUSD for reporting purposes and made available to be used by policymakers, DUSD administrators and Board Members, Cerritos College and other partners, as well as with regional industry partners to support and evaluate the program. To the extent possible, demographic data will be used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved and special populations demographic groups.

Leveraged Funds

✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)

✓ CTEIG (California Technical Education Incentive Grant)

✗ Agricultural Career Technical Education Incentive Grant

✗ CTEFP (Career Technical Education Facilities Program/Prop 51)

✗ CPA (California Partnership Academies grants)

✗ SSP (Specialized Secondary Programs grant)

✗ SWP (Strong Workforce Program)

✗ Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	$60,000
2000 - Classified Salaries	$0
3000 - Employee Benefits	$12,000
4000 - Books and Supplies	$671,675
5000 - Services and Other Expenditures	$945,951
6000 - Capital Outlay	$0
7000 - Indirect Costs	$38,747
Total Grant Funds Budgeted	$1,728,373

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	$3,056,470
2000 - Classified Salaries	$49,358
3000 - Employee Benefits	$1,028,513
4000 - Books and Supplies	$193,524
5000 - Services and Other Expenditures	$51,081
6000 - Capital Outlay	$5,000
7000 - Indirect Costs	$0
Total Financial Match	$4,383,946

Downey Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries		$30,000	$30,000	$60,000
2000 - Classified Salaries				$0
3000 - Employee Benefits		$6,000	$6,000	$12,000
4000 - Books and Supplies		$300,000	$371,675	$671,675
5000 - Services and Other Expenditures	$250,951	$341,000	$354,000	$945,951
6000 - Capital Outlay				$0
7000 - Indirect Costs	$3,000	$16,440	$19,307	$38,747
Total Budget	$253,951	$693,440	$780,982	$1,728,373

Downey Unified: Expenditure Descriptions

1000 - Certificated Salaries

- Additional pay for 20 DUSD CTE pathway teachers to plan and coordinate their students for the annual Downey MADE Expo during the summer and school year. 20 teachers x $150 per day x 10 days per year in years 2 and 3

3000 - Employee Benefits

- Benefits for 20 CTE pathway teachers to plan and coordinate their students for the annual Downey MADE Expo during the summer and school year. (Substitute Teacher Employee Benefits Statutory Benefit rate of 20%)

4000 - Books and Supplies

- Purchase new equipment and supplies for 2 high schools for the Software & Systems Development pathway in the ICT/DM industry sector needed to better align to industry, thus preparing students for industry certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards. Equipment includes 1 HPE ProLiant ML350 Gen10 Server (1 x $1729), 45 Dell developer programming computers (50 x $3550), 50 Corsair K95 Mechnical Keyboards (50 x $180), 50 Optical Ergonomic Mouse (50 x $70), 50 JBL Quantum 800 headsets (50 x $200), 50 Oculus Quest 2 AR/VR headsets (50 x $500) for each school x 2 schools. One school in year 2 and other in year 3.
- Purchase new equipment and supplies for both high schools in Film & Television pathway including audiovisual community course aligned to AVIXA in ICT/DM industry sector to better address industry needs and prepare students for industry certifications and articulation agreements with Cerritos College. Update current equipment and supplies to align with both post-secondary and industry standards: Computers, DAW, Audio Interface, Microphones, Headphones, Studio Monitors, Cables, Microphone Stands, Pop Filter, Studio ($70,000), 2 ATEM camera control panels (2 x $3079), 1 GPI and Tally Interface (1 x $495), 4 Blackmagic URSA broadcast (4 x $3945), 4 camera fiber converters (4 x $2995), 4 studio fiber converters (4 x $2995), 4 Blackmagic URSA studio viewfinders (4 x $1795), 4 studio cameras (4 x $1495), 4 micro studio camera 4K (4 x $1295), 1 web presenter (1 x $495), 1 Teranex mini smart panel (1 x $85), 1 Teranex mini rack shelf (1 x $85), 1 Hawk Electronics shelf system (1 x $489), 1 Global Industrial mobile adjustable height C-channel leg work (1 x $280), 4 EF-mount for URSA mini pro lens (4 x $175), 4 Rokinon MFT lenses for studio cam (4 x $1596), 2 Portable Wireless Microphones (2 x $600) for each school. One school in year 2 and other in year 3.

5000 - Services and Other Expenditures

- Education consultant will collect student-level data for those participating in the *Business and Entrepreneurship @DowneyMADE initiative*, conduct formative and summative data collection and analyses 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
- Contract with SELACO to expand and enhance job readiness services for MADE Work Experience program for 300 students over 3 years at $1560 per student
- Education consultant will expand, oversee, and manage all work-based learning including virtual and in-person Downey MADE Work Experience for CTE capstone students and seniors to gain access to work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities aligned to DUSD CTE pathways. Provide a documented training plan and assignments are related to all WBL. Recruit industry partners and invite K–12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway including reviewing the knowledge and skill preparation needed for each WBL activity; provide robust assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.

7000 - Indirect Costs

Downey Unified School District charges 4% indirect costs against the first $25,000 of each contract. The balance of each contract is not subject to indirect costs.

Downey Unified: Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	$3,056,470	Local Control Funding Formula
2000 - Classified Salaries	$49,358	Local Control Funding Formula
3000 - Employee Benefits	$1,028,513	Local Control Funding Formula
4000 - Books and Supplies	$193,524	Local Control Funding Formula
5000 - Services and Other Expenditures	$51,081	Local Control Funding Formula
6000 - Capital Outlay	$5,000	Local Control Funding Formula
7000 - Indirect Costs		
Total Financial Match	$4,383,946	

Supporting Documents

Document Title	Type	Uploaded	Comment
Mary R. Stauffer Foundation 2020DUSD_K12SWP (1).pdf	Agreement/MOU	10/15/2020, 5:03:37 PM	N/A
Bayha Group_DUSD_B & E Ltr_K12SWP 2020.pdf	Letter of Support	10/13/2020, 10:36:21 AM	N/A
BRIC_Downey_B&E_K12SWP_Letter_101220.pdf	Letter of Support	10/13/2020, 10:35:49 AM	N/A
SELACO WDB Support Letter Business-Entrepreneurship Downey MADE (1).pdf	Letter of Support	10/12/2020, 9:38:16 PM	N/A
Cerritos College CCAP MOU_Dual Enrollment[1].pdf	Agreement/MOU	10/12/2020, 8:10:57 PM	N/A
DUSD High Quality CTE Program Evaluation 2020.pdf	High-Quality CTE Program Evaluation	10/12/2020, 8:08:04 PM	N/A
WestHills_K12SWP_DUSD-AVIXA.pdf	Letter of Support	10/11/2020, 3:54:04 PM	N/A
Cerritos College_Business and Entrepreneurship.pdf	Letter of Support	10/11/2020, 3:53:36 PM	N/A

Certification

Certifying Authority

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01/04/2021 11:04 AM PST

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K12 Strong Workforce Program Produced: 02/18/2021 06:47 PM PST Alejandra Landa

LA-21 Downey USD: Downey Career Ecosystems: Certified

Details

Pathway Improvement Name

LA-21 Downey USD: Downey Career Ecosystems

Region within which applying

Los Angeles

Start Date

01/01/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

✓ In compliance with K12 SWP legislation (Ed Code 88827).

✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

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

All LEAs will:

✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K–12 data:
1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Lead Agency

Downey Unified

Lead LEA Type
Unified School District

Agency Information

Address
11627 Brookshire Avenue | Downey, CA | 90241-7017
Region
Los Angeles
Website
http://www.dusd.net

Community College District
Cerritos CCD

Part of a Rural School District
No

Unemployment Rate
4.4%

Total ADA (Average Daily Attendance)
Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.
11081.75

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

No

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?
Yes

Will your organization apply for CTEIG funds in 2020-21?
Yes

Participating Schools

School	
Doty Middle School	
Griffiths Middle School	
Stauffer Middle School	
Sussman Middle School	
Downey High School	
Warren High School	
Columbus High School	

Primary Contact(s)

Name	Role	Email
John Harris	Project Lead Contact	jharris@dusd.net

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Downey Unified	11,081.75	Unified School District

Higher Education Partners

Cerritos College

Higher Education Partner Agency Type
College

Agency Information

Address
Region
Los Angeles

Website
N/A

Community College District
Cerritos CCD

Primary Contact(s)

Name	Role	Email
Colleen McKinley	Contact - View Only	cmckinley@cerritos.edu

Collaborative Partners (optional)

SELACO Workforce Development Board

Agency Type
Industry

Address
10900 183rd st. | Cerritos , CA |

Website
N/A

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Yolanda Castro	Contact - View Only	yolandac@selaco.com

Bayha Group

Agency Type
Other

Address
7875 Highland Village Pl., Suite B102-383 | San Diego, CA | 92129

Website
www.bayhagroup.com

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
June Bayha	Contact - View Only	june@bayhagroup.com

Mary R. Stauffer Foundation

Agency Type
Philanthropic Organization

Address
N/A

Website
N/A

Partner Role

✓ Fiscal/Financial Contribution

Contacts

Name	Role	Email
Nancy Swenson	Contact - View Only	nswenson@dusd.net

Problem Statement

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

Downey Unified School District (DUSD) is a large urban/suburban district in south Los Angeles County (LAC), situated in a cluster of LA/Orange County (OC) Regional Consortium (LAOCRC) priority industry career opportunities and postsecondary programs. About 970 DUSD middle school (MS) students take 36 CTE classes across 4 campuses (Doty, Griffiths, Stauffer & Sussman MS), but DUSD needs better and more detailed alignment for younger students to transition to established CTE pathways at its 2 feeder high schools (HS), Warren (WHS) and Downey (DHS). Stronger transitions to high schools will help increase CTE completion rates and transition to partner Cerritos College's programs. This *Downey Career Ecosystem (DCE)* proposal seeks K12 Strong Workforce Program (SWP) funds to connect 7th - 8th graders to CTE pathways at DUSD's high schools, aligned to K14 regional priority sectors in the 2020 LAOCRC Plan. *Downey Career Ecosystems* is designed to prepare DUSD students for higher education with updated equipment and project-based learning (PBL). DUSD MS students need opportunities to participate in college and career exploration through hands-on PBL with new industry-aligned equipment, and in work-based learning (WBL), through industry field trips and expos, facility tours, job shadowing, mentorships, parent input and expertise, virtual guest speakers, and mock interviews.

LAOCRC priority sectors to be enhanced and better aligned along the workforce continuum under this proposal are: Information & Communication Technologies/Digital Media (ICT/DM) (Arts, Media & Entertainment, Multimedia, Software Development, Computer Science) at all 4 MS, and Energy, Construction, & Utilities (ECU) (Engineering Design) at all 4 MS. LAOCRC emerging regional sector Retail, Hospitality, Tourism (RHT) at Stauffer and Griffiths MS aligns student work to the CTE Culinary Arts pathway at Warren High School.

DCE aims to serve students furthest from opportunity, including more than 33% of MS students (42% of students at Sussman) in DUSD who speak a language other than English at home. 77% of Sussman students and 72% of Stauffer students qualify for free and reduced lunch, higher than the LAC 69% poverty rate. Doty and Griffiths are both at 65% compared to CA's poverty rate of 59%. All 4 MS educate a primarily Hispanic/Latino student population, with 92% at Stauffer, 93% at Griffiths, 90% at Sussman, and 87% at Doty. The 4 MS also serve 41 foster youth.

Project Objectives

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

The proposed *Downey Career Ecosystem* supports opportunities for the 5,170 middle school students enrolled on 4 DUSD MS campuses to explore college and career ecosystems that leverage CTE already in place at DUSD. Students will also participate in WBL activities in LAOCRC SWP regional priority sectors ICT/DM and ECU, and emerging priority sector RHT. In addition to being priority/emerging sectors, each of these 3 sectors align with established CTE pathways at Warren and Downey High Schools. To explore career ecosystems, middle schoolers will shadow high school CTE students, attend assemblies and online webinars where CTE information is presented, work with high school students to design projects, participate in project-based learning, and use the latest technology to align learning with high school pathways and college programs.

The *Downey Career Ecosystem* program will ensure middle schoolers gain new experiences in work-based learning, including field trips to work sites, facility tours, job shadowing, hearing from virtual and in-person guest speakers, and participating in mock job interviews. CTE teachers will attend industry externships. DUSD is working to expand its industry reach through an enhanced CTE Advisory Committee, which will work with staff and consultants to bring business and industry experiences to 7th and 8th graders. The 4 middle school PTAs will be involved in decision making, providing parent input and industry expertise in alignment with the priority and emerging sectors. In addition, parents will be invited to online career exploration events such as webinars with industry professionals. Students will be connected to high school college and career centers and career resources through higher education partners. The program serves students who are predominantly middle and low-income, majority Hispanic/Latino. About one-third of DUSD students to be served speak a language other than English at home. In addition, special outreach attention will be given to socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (https://www2.ed.gov/programs/reapsrsa/eligibility.html).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Downey Unified	No	4.4% ✅

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate
9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

✓ Arts, Media, & Entertainment (CDE)

✓ Engineering & Architecture (CDE)

✓ Hospitality, Tourism, & Recreation (CDE)

✓ Information & Communication Technologies (CDE)

Crosswalk California Community Colleges

✓ Energy, Construction & Utilities (CCCCO)

✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)

✓ Retail/Hospitality/Tourism 'Learn and Earn' (CCCCO)

Pathways & Design Purpose

✕ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

Pathway(s) Involved

- Arts, Media, & Entertainment: Design, Visual & Media Arts
- Engineering & Architecture: Engineering Design
- Information & Communication Technologies: Software & Systems Development

✕ Implement Cross-Sector Work

Work Plan

K14 Pathway Quality Strategies

X Curriculum and Instruction

✓ College and Career Exploration

X Postsecondary Transition and Completion

✓ Work-Based Learning

K14 Pathway Quality Strategies: College and Career Exploration

Description of work funded by K12 SWP

Career ecosystems in the ICT/DM, ECU, and RHT sectors will be enhanced at DUSD middle schools through funding for CTE teachers to coordinate college and career exploration with industry, high school educators, college partners, consultants, and parents. The District's career ecosystem will further be strengthened through the purchase of new equipment and supplies to prepare students for high school pathways and better align learning to industry needs and articulation to postsecondary programs. *Downey Career Ecosystem* equipment and materials investments support:

(1) New equipment for Energy, Construction & Utilities (Engineering Design) pathways that align with industry certifications and articulation agreements with DUSD partner Cerritos College, including 3D printers, a laser cutter, miter saw, mobile workstations at each middle school.

(2) New equipment and supplies for the ICT/DM industry sector to prepare middle school students for the ICT Software and Systems Development pathways to better align learning to industry standards. Purchases will include programming computers at all 4 middle schools.

(3) New equipment and supplies for the ICT/DM industry sector to prepare middle school students for the AME Design, Visual & Media Arts pathways to better align learning to industry, certification and articulation agreements with Cerritos College. Updated equipment includes adjustable iPad/ Tablet/ Smartphone Teleprompter Beam and green screen backdrops at all 4 middle schools.

(4) New equipment and supplies for the Retail/Hospitality/Tourism industry sector to prepare middle school students for the high school Culinary Arts pathway to better align to industry, certifications, and articulation agreements with Cerritos College. Purchases to align with both post-secondary and industry standards include commercial microwave ovens, a commercial ice flaker, dishwasher, stoves, refrigerators, freezer, and washer/dryer set at Stauffer and Griffiths MS.

List of project activities

To support and strengthen career ecosystems at all 4 DUSD middle schools, K12 SWP funds will:

* Purchase new equipment and supplies to engage 7th and 8th graders across 3 priority and emerging LAOCRC SWP regional priority and emerging industry sectors ICT/DM, ECU, and RHT, and align learning to industry, certifications, and articulation agreements with partner Cerritos College. Equipment aligns to high school CTE pathways for smoother transitions along the K14 continuum.

* Middle school teachers will have release time to plan college and career exploration activities in partnership with Cerritos College, an enhanced CTE Advisory Committee, PTA parents, and consultants.

* Cerritos College will be an active member of the CTE Advisory Committee, offer feedback to middle school CTE teachers on curriculum development and related activities, and provide career guidance and mentoring that incorporates updated information on careers related to targeted sector industries. Middle school students may visit Cerritos College and learn about pathways programs through career exploration, college readiness bridge programs, parent presentations, enrichment workshops, and student services.

* Middle school students will shadow high school CTE students in their career pathways of interest.

* DUSD will build a stronger CTE Advisory Committee to advise students, teachers, parents, and the District to meet industry needs[SEP]

* Middle school students may visit high school career centers and use high school career exploration resources[SEP]

* DUSD/consultant oversees design, collection of updated information and distribution of CTE print and online catalog of programs and courses required at each grade, along with the aligned postsecondary pathway of courses

* Provide funds for student leadership and competitions[SEP] such as SkillsUSA

* Fund professional development course fees for all middle school CTE teachers

* Provide child care services for parent engagement sessions by instructional assistant. [SEP]

Partner role and responsibilities

DUSD

Provide teachers release time to collaborate on college and career exploration activities; purchase and install equipment and supplies that align with industry sector needs and college programs; and provide college and career resources to middle school students. Create a catalog of CTE options in print and online of aligned pathways for students and families to review for seamless transitions to high school CTE courses and eventual enrollment in higher education or completion of industry certifications.

Cerritos College

Ensure middle school students have opportunities to visit the campus and learn from instructors via pathway programs, including career exploration, college readiness bridge programs, parent presentations, enrichment workshops, and support services. Participate on the CTE Advisory Committee, offer feedback to middle school CTE teachers on curriculum development and related activities, and provide career guidance/mentoring that incorporates updated information on careers relating to the pathways.

CTE Advisory Committee

District Advisory Committee will be strengthened and enhanced to include more business and industry voices to align student learning to workforce needs.

Mary R. Stauffer Foundation

Provide grant funds to support college and career exploratory activities for middle school students, including the purchase of equipment and materials for the ICT/DM and ECU sector pathways, and entry fees for local, state, and national competitions that promote student engagement across CTE pathways.

Number of students and/or teachers to be served

College and career exploration activities will serve approximately 970 middle school CTE students across 3 LAOCRC regional priority and emerging industry sectors. Four middle school CTE teachers will receive release time to coordinate college and career exploration activities in collaboration with DUSD partners. The grant will fund professional development courses for all 10 middle school CTE teachers to be highly qualified with curriculum aligned to CTE Model Curriculum Standards as well as address regional labor market needs.

Justification for requested funds (Return on Investment)

College and career exploration activities and new equipment and supplies for hands-on learning prepare Downey CTE middle schoolers for a more seamless transition to high school CTE pathways that are already robust and articulated to programs at partner Cerritos College. DUSD identified the need to connect students to college and career readiness at a younger age to streamline decision making and better equip students to be marketable in the regional workforce. Since the District's poverty level at its middle schools surpasses that of the state, and two of the four middle schools have a higher poverty rate than LA County, DUSD sees this investment as a way to close opportunity gaps for a substantial number of LA County public school students. DUSD believes earlier career exploration will ultimately help prepare students to have smoother transitions to higher education and upon completion of postsecondary education to enter into employment in occupations for which there is documented demand that pay a livable wage.

In order to track return on investment on college and career exploration in the proposed *Downey Career Ecosystem,* student-level data will be collected and analyzed for those participating in DCE. These data will be provided to DUSD College and Career Readiness Department staff to address grant reporting requirements. These data may also be used by policymakers, DUSD administrators and Board Members, 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.

K14 Pathway Quality Strategies: Work-Based Learning

Description of work funded by K12 SWP

Downey Career Ecosystems program provides comprehensive WBL for DUSD MS students in 3 LAOCRC regional priority and emerging industry sectors. K12 SWP funds will pay for time for 5 DUSD CTE teachers to attend WBL field trips, and 5 CTE teachers to participate in workplace externships to learn about current industry needs. Over 2.5 years, DUSD and consultants will enhance, oversee, and manage all WBL under this grant, including leveraging the District's existing Downey MADE Work Experience as both online and in-person. DUSD aims to provide opportunities for all CTE students, once they are in high school, will gain access to WBL opportunities such as paid work experience or pre-apprenticeships, and internships. WBL activities provide opportunities for industry to offer feedback about CTE programs and curriculum. Consultants will provide a documented training plan and assignments related to all WBL, recruit industry partners, and invite K12 CTE pathway faculty to collaborate on activities for students at all levels of the CTE pathway. This includes reviewing the knowledge and skill preparation needed for each WBL activity; providing robust assessment and documentation of student performance in the workplace; and offering orientation for workplace supervisors and students.

K12 SWP funds will be used to recruit, expand, and sustain a robust CTE Advisory Committee to address the needs of middle school CTE classes and alignment to pathways and high school WBL opportunities. Project management oversight will be provided for a CTE Advisory Committee comprising industry and labor, secondary and postsecondary leaders, faculty, parents and students, and meets at least twice a year to evaluate program progress and to engage in continuous improvement activities. DUSD will sustain meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for all CTE students, including students who qualify for free and reduced lunch, English learners, and foster youth. Additionally, consultants will provide technical assistance and guidance for having a clear and specific alignment of CTE pathways, including design, delivery, and outcomes, and to provide information on current and projected regional labor market needs. Evidence will be used to make a clear case for a current and projected local and regional labor market need for CTE pathways.

List of project activities

To ensure effective work-based learning (WBL) takes place as part of this K12 SWP grant for *Downey Career Ecosystems*, DUSD will:

* Work with consultants to provide innovative and engaging WBL for middle school CTE students and faculty in LAOCRC regional priority/emerging sector industries, including student job shadowing and mentoring through local businesses, teacher externships in industry, and field trips to career expos and trade shows. 🔲

* Contract with Southeast Los Angeles County Workforce Development Board (SELACO WDB) to provide job readiness services for online and in-person MADE Work Experience WBL for 300 students over 3 years. SELACO will also provide new supportive services to help more CTE students get access to more WBL.

* Work with consultants to provide data and outcomes and tracking students entering pathways and transitioning to high school pathways and industry certifications/postsecondary programs. 🔲

* District and consultants will recruit a robust CTE Advisory Committee and hold regular meetings that include parents, students, teachers, staff, and business and industry. 🔲

* Engage with more parents by offering free child care during *Downey Career Ecosystems* sessions.

* Collaborate with PTAs to highlight parents' industry connections and bring new WBL experiences to campus for middle school CTE students. 🔲

Partner role and responsibilities

DUSD

Working with consultants, the District will design new WBL as well as oversee, manage, and expand existing WBL under this grant to provide opportunities for all CTE students to pursue job shadowing, mentoring, and field trip/career expo opportunities, and eventually gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.

Cerritos College

Identify potential guest speakers for middle school CTE students to learn about careers and participate in work-based learning activities with industry.

SELACO WDB

Provide job readiness services for the new WBL and enhanced MADE Work Experience as an online and in-person program for 300 DUSD CTE high school students over 3 years. Provide new supportive services to help students get internships.

Bayha Group

Provide a documented training plan and assignments related to all WBL, recruit industry partners - especially in high-priority LAOCRC industry sectors, and invite K12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway. K12 SWP funds will be used to recruit, expand, and sustain a robust CTE Advisory Committee to address the needs of middle school CTE classes and alignment to high school pathways. Bayha Group will also collect student-level data, conduct data analyses, and provide reporting of 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.

CTE Advisory Committee

K12 SWP funds will be used to recruit, expand, and sustain a robust advisory committee to address the needs of MS CTE classes and alignment to high school pathways.

Middle School PTAs

PTAs at the 4 middle schools will collaborate with the District to share parent industry experiences with faculty and students. 🔲SEP

Number of students and/or teachers to be served

Approximately 970 DUSD middle school students will be served through this K12 SWP grant in work-based learning activities. SELACO WDB will provide job readiness services and new support services for both new WBL and enhanced online and in-person Downey MADE Work Experience for 300 CTE students over 3 years. Five DUSD CTE teachers will attend work-based learning field trips, and 5 CTE teachers will participate in workplace externships to learn about current needs in industry.

Justification for requested funds (Return on Investment)

WBL strategies connect middle school students to industry and prepare them for the next steps along the continuum to high school CTE pathways, industry certifications, and higher education programs. Nearly 1,000 middle school students in Downey will have opportunities to visit local worksites in industries that are regionally relevant and interesting to them. Students will be able to meet with guest speakers from industry to learn more about the workforce, participate in job shadowing, and mentoring connections.

In order to track return on investment on WBL in the proposed *Downey Career Ecosystems*, student-level data will be collected and analyzed for those participating in DCE. These data will be provided to DUSD College and Career Readiness Department staff to address grant reporting requirements. These data may also be used by policymakers, DUSD administrators and Board Members, 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.

Leveraged Funds

✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)

✓ CTEIG (California Technical Education Incentive Grant)

✗ Agricultural Career Technical Education Incentive Grant

✗ CTEFP (Career Technical Education Facilities Program/Prop 51)

✗ CPA (California Partnership Academies grants)

✗ SSP (Specialized Secondary Programs grant)

✗ SWP (Strong Workforce Program)

✗ Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	$190,213
2000 - Classified Salaries	$4,881
3000 - Employee Benefits	$39,414
4000 - Books and Supplies	$276,959
5000 - Services and Other Expenditures	$1,178,457
6000 - Capital Outlay	$0
7000 - Indirect Costs	$40,538
Total Grant Funds Budgeted	$1,730,462

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	$3,056,471
2000 - Classified Salaries	$49,358
3000 - Employee Benefits	$1,028,513
4000 - Books and Supplies	$125,624
5000 - Services and Other Expenditures	$51,082
6000 - Capital Outlay	$5,000
7000 - Indirect Costs	$0
Total Financial Match	$4,316,048

Downey Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	$54,613	$67,800	$67,800	$190,213
2000 - Classified Salaries	$1,627	$1,627	$1,627	$4,881
3000 - Employee Benefits	$11,001	$13,473	$14,940	$39,414
4000 - Books and Supplies	$160,562	$66,397	$50,000	$276,959
5000 - Services and Other Expenditures	$402,800	$281,150	$494,507	$1,178,457
6000 - Capital Outlay				$0
7000 - Indirect Costs	$14,668	$11,678	$14,192	$40,538
Total Budget	$645,271	$442,125	$643,066	$1,730,462

Downey Unified: Expenditure Descriptions

1000 - Certificated Salaries

- Pay for extra pay so 5 teachers attend WBL field trips (5 teachers x $150 per day x 2 days)
- Pays for 5 DUSD CTE pathway teachers to participate in educator externships with industry during the summer. 5 teachers x $150 x 2 days
- 18% pay for 4 MS CTE teachers to coordinate college and career exploration and WBL activities of $90,000 teacher

2000 - Classified Salaries

- Child care for parent engagement sessions by instructional assistant - $33.90/hour x 48 hours

3000 - Employee Benefits

- Benefits for 18% pay for 4 MS CTE teachers to coordinate college and career exploration and WBL activities of $90,000 teacher (Employee Benefits Statutory Benefit rate of 19.25% with annual increase)
- Benefits for 35 CTE teachers attend WBL field trips (Employee Benefits Statutory Benefit rate of 19.25% with annual increase)
- Benefits for 5 DUSD CTE pathway teachers to participate in educator externships with industry during the summer. (Employee Benefits Statutory Benefit rate of 19.25% with annual increase)
- Benefits for instructional assistant to provide child care for parent engagement sessions (Employee Benefits Statutory Benefit rate of 19.25% with annual increase)

4000 - Books and Supplies

* Purchase new equipment and supplies for **ECU** industry sector to prepare MS students for the **Engineering Design** pathways to better align to industry. thus preparing students for industry certifications and articulation agreements with our partner college. Equipment includes 3 Dremel DigiLab 3D printers (3 x $1900), 40 DigiLab filament (40 x $20), 2 LutzBot Mini 2 3D printers (2 x $1500), 2 LutzBot MF175 3D printer tools (2 x $375), 40 3D printer 1.75mm PLA filament (40 x $20), 1 Glowforge pro laser cutter ($6000), 1 Glowforge pro laser cutter filter $1000, 1 Dewalt table saw $500, 1 Dewalt miter saw $650, 5 Fatmax mobile work stations (5 x $100), 40 multilevel organizers (40 x $30)

* Purchase new equipment and supplies for the ICT/DM industry sector, specifically to prepare MS students for the **ICT Software and Systems Development** 10 ASUS developer programming computers (10 x $1099), 51 flat screen monitors (51 x $1200)

*Purchase new equipment and supplies for the ICT/DM industry sector, specifically to prepare MS students for the **AME Design, Visual & Media Arts** pathways to better align to industry. thus preparing students for industry certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards. Equipment includes 4 Glide Gear TMP100 Adjustable iPad/ Tablet/ Smartphone Teleprompter Beam (4 x $250), 4 Green Screen Backdrops (4 x $120)

* Purchase new equipment and supplies for the **Retail/Hospitality/Tourism** industry sector, specifically to prepare MS students for the **HS Culinary pathway** to better align to industry. thus preparing students for industry certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards. Equipment includes 6 commerical microwave ovens (6 x $290), 1 Hoshizaki ice flaker with bin (1 x $4792), 1 dishwasher (1 x $500), 6 stoves (6 x $800), 3 refrigerators (3 x $800), 1 standalone freezer (1 x $350), 1 washer/dryer set (1 x $1500) at 2 middle schools

[SEP]* Oversee design, collection of updated information and distribution of CTE print and online catalog of programs and courses required at each grade, along with the aligned postsecondary pathway of courses

[SEP]* Fees for student leadership competitions SkillsUSA

5000 - Services and Other Expenditures

- Transportation (school buses) for students to participate in work-based learning opportunities (job shadow activities, facility tours and other career related activities) happening outside campus. Provides WBL transportation and guidance opportunities for all pathway learners.
- Transportation (Mileage rate) for 5 CTE pathway teachers to participate in educator externships with industry.
- Contract with technical assistance provider to expand, develop, oversee, and manage all work-based learning including Downey MADE Work Experience to provide opportunities for all students to gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum. Recruit industry partners and invite K–12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway including reviewing the knowledge and skill

preparation needed for each WBL activity; provide robust assessment and documentation of student performance in the workplace.

- Contract with SELACO to provide job readiness services
- Contract with technical assistance provider to collect student-level data collection, conduct data analyses and provide reporting of 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. ($62,000 per year x 3 years)
- Recruit, expand, and sustain a robust CTE advisory committee to address the needs of all DUSD CTE pathways. Provide project management for an active CTE advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least twice a year to evaluate program progress and to engage in continuous improvement activities. Sustain meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for all CTE students.

7000 - Indirect Costs

Indirect costs not to exceed 4%. Downey Unified School District charges 4% indirect costs against the first $25,000 of each contract. The balance of each contract is not subject to indirect costs.

Downey Unified: Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	$3,056,471	Local Control Funding Formula
2000 - Classified Salaries	$49,358	Local Control Funding Formula
3000 - Employee Benefits	$1,028,513	Local Control Funding Formula
4000 - Books and Supplies	$125,624	Local Control Funding Formula
5000 - Services and Other Expenditures	$51,082	Local Control Funding Formula
6000 - Capital Outlay	$5,000	Local Control Funding Formula
7000 - Indirect Costs		
Total Financial Match	$4,316,048	

Supporting Documents

Document Title	Type	Uploaded	Comment
Bayha Group_DUSD_CareerEcosystems Ltr_K12SWP 2020.pdf	Letter of Support	10/13/2020, 10:46:16 AM	N/A
SELACO WDB Support Letter Downey Career Ecosystems 10.7.2020.pdf	Letter of Support	10/12/2020, 9:39:38 PM	N/A
Cerritos College_Downey Career Ecosystems.pdf	Letter of Support	10/12/2020, 8:45:09 PM	N/A
Mary R. Stauffer Foundation 2020DUSD_K12SWP.pdf	Agreement/MOU	10/12/2020, 8:44:30 PM	N/A
Cerritos College CCAP MOU_Dual Enrollment[1].pdf	Agreement/MOU	10/12/2020, 8:43:56 PM	N/A
DUSD High Quality CTE Program Evaluation 2020.pdf	High-Quality CTE Program Evaluation	10/12/2020, 8:43:09 PM	N/A

Certification

Certifying Authority

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Approved by Audrey Childers

01/04/2021 11:12 AM PST

California
Community
Colleges

N✦VA
PLAN. INVEST. TRACK.

K12 Strong Workforce Program Produced: 02/18/2021 06:47 PM PST Alejandra Landa

LA-21 Downey USD: Open Source - Downey: Certified

Details

Pathway Improvement Name

LA-21 Downey USD: Open Source - Downey

Region within which applying

Los Angeles

Start Date

01/01/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

✓ In compliance with K12 SWP legislation (Ed Code 88827).

✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

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

All LEAs will:

✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K–12 data:
1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Lead Agency

Downey Unified

Lead LEA Type
Unified School District

Agency Information

Address
11627 Brookshire Avenue | Downey, CA | 90241-7017
Region
Los Angeles
Website
http://www.dusd.net

Community College District
Cerritos CCD

Part of a Rural School District
No

Unemployment Rate
4.4%

Total ADA (Average Daily Attendance)
Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.
11081.75

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

No

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?

Yes

Will your organization apply for CTEIG funds in 2020-21?

Yes

Participating Schools

School
Downey High School
Warren High School
Columbus High School

Primary Contact(s)

Name	Role	Email
John Harris	Project Lead Contact	jharris@dusd.net

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Downey Unified	11,081.75	Unified School District

Higher Education Partners

Cerritos College

Higher Education Partner Agency Type
College

Agency Information

Address
Region
Los Angeles
Website
N/A

Community College District
Cerritos CCD

Primary Contact(s)

Name	Role	Email
Colleen McKinley	Contact - View Only	cmckinley@cerritos.edu

Collaborative Partners (optional)

SELACO Workforce Development Board

Agency Type
Industry

Address
10900 183rd st. | Cerritos , CA |

Website
N/A

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Yolanda Castro	Contact - View Only	yolandac@selaco.com

Bayha Group

Agency Type
Other

Address
7875 Highland Village Pl., Suite B102-383 | San Diego, CA | 92129

Website
www.bayhagroup.com

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
June Bayha	Contact - View Only	june@bayhagroup.com

2 Degree Shift

Agency Type
Business

Address
N/A

Website
2DegreeShift.com

Partner Role

✓ Partnership and Subject-Matter Expertise

Contacts

Name	Role	Email
Kelly Cooper	Contact - View Only	kellycooper.2ds@gmail.com

Problem Statement

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

Downey Unified School District (DUSD) educates 22,064 students in Los Angeles County (LAC); of those, 68% qualify for free and reduced price meals, above the state district average of 59%. DUSD students are 89% Latino; 15% of students are English learners. DUSD is surrounded by micro-communities of innovation in the Information & Communication Technologies/Digital Media (ICT/DM) sector. DUSD's developing ICT/DM CTE pathways in Cloud Computing & Game Design and Programming leverage existing industry partnerships and alignment with regional businesses, work-based learning (WBL) activities, & articulation/dual enrollment with local community colleges (CC). DUSD sees an untapped resource to position its CTE faculty as experts in emerging LA/Orange County (OC) regional priorities, who can share course materials & strategies to benefit teachers & underserved students statewide.

Training faculty who currently teach in technology-heavy CTE pathways (e.g., Software & Systems Development, Film/Multimedia Production, Engineering Design) and DUSD's developing Gaming pathway as *open source* content providers will build tools & capacity across CA to enhance student learning and advance CA CC Chancellor's Office metrics for certificate/degree completion.

Open-Source Downey taps into DUSD's existing ecosystem and builds a new culture of open education resources (OER) and collaborative student project development to be shared with high schools across the state. By leveraging existing partnerships, CTE Incentive Grant dollars, other DUSD funding sources, and partner contributions, DUSD will build a stronger alliance among industry partners, experienced teachers, and CC leaders and faculty informed by local and regional workforce needs. In the next 5 years, job growth in cloud computing—which is changing how companies store, manage, and process data using internet technologies—is expected to increase by 11,088 jobs annually in LAC. Additionally, 155,840 job postings appeared over the last 12 months for occupations associated with cloud computing. Regional job growth in the software publishers industry, such as Activision, Blizzard Entertainment, and Electronic Arts, among others, for middle-skill positions is projected to increase by 21% through 2023. Job growth in the gaming world is high, and industry jobs cross over into business/entrepreneurship, marketing, strategy, operations management, financial management, and human resources in addition to software development.

Project Objectives

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

Open-Source Downey enhances existing CTE pathways by reviewing, building upon, and disseminating exceptional content statewide. In addition to dissemination, OERCommon.org microsites will offer a statewide library/URL for teacher adoption.

Through OER, students benefit from shared resources for industry certification practice testing and 3rd-party credentials, including the Amazon Web Services (AWS) cloud computing certificate (in development with partner Cerritos College) as part of DUSD's Cloud Technologies pathway and developing a Game Design & Programming pathway. *Open-Source Downey* will create seminars and offer teachers support to update, stylize, edit, and publish exemplary materials as OER. Teachers maintain authorship and are incentivized to produce engaging, accessible learning for DUSD's underserved students.

Materials created through *Open-Source Downey* will obtain Creative Commons licensing for statewide adoption as courses/projects/supplemental materials. This industry/teacher relationship leverages momentum of CCCCO's Zero Textbook Cost (ZTC) program and its commitment to introduce and support ZTC at 115 CCs. *Open-Source Downey* addresses regional priorities:

- Maximize sustained industry engagement through collaborative efforts: partner with Cerritos College, regional companies, high school teachers and student interns to address industry needs in identified priority & emerging sectors and provide multiple entry points to facilitate students' needs to build skills as progress along the K-14 continuum.
- Strengthen CTE pathways/programs by partnering with other K-12 school districts.
- Expand 2 ICT/DM pathways and teacher training courses and materials with industry collaboration.
- Publish all materials as OER through Creative Commons licensing for all CA high schools and CCs.
- Increase opportunities for WBL along continuum through industry partnerships.
- Implement student internships with industry partners and for OER publishing.
- Attend to need for new CTE faculty recruitment (teacher pipeline) and professional development
- All pathway courses include parallel courses for CTE teachers to learn to teach ICT with confidence.
- Support regional information dissemination, curriculum alignment, streamlined regional processes and regional labor market data collection, analysis for data-informed decision-making.
- Develop exemplary OER materials, with Creative Commons licensing, teacher training, courses, assessments, and industry-informed projects to share statewide.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (https://www2.ed.gov/programs/reapsrsa/eligibility.html).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Downey Unified	No	4.4% ✓

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate
9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

✓ Arts, Media, & Entertainment (CDE)

✓ Engineering & Architecture (CDE)

✓ Information & Communication Technologies (CDE)

Crosswalk California Community Colleges

✓ Energy, Construction & Utilities (CCCCO)

✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)

Pathways & Design Purpose

✕ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

Pathway(s) Involved

- Arts, Media, & Entertainment: Other Arts, Media & Entertainment
- Engineering & Architecture: Engineering Design
- Information & Communication Technologies: Software & Systems Development

✓ Implement Cross-Sector Work

Pathway(s) Involved

- Business & Finance: Other Finance & Business

Work Plan

K14 Pathway Quality Strategies

✓ Curriculum and Instruction

✕ College and Career Exploration

✕ Postsecondary Transition and Completion

✓ Work-Based Learning

K14 Pathway Quality Strategies: Curriculum and Instruction

Description of work funded by K12 SWP

CTE project-based, industry-informed learning materials add statewide value and benefit with an open-source mindset, Creative Commons licensing, and interdependent development approaches.

DUSD's college and career-ready focus opens access to every student in this middle to low-income city. DUSD's ICT/DM pathways are open to any interested student without prerequisites, with a lens on equity in bringing more female students into technology courses through ongoing collaboration with regional partners engaged in similar work. In addition to all OER for the two ICT pathways, the project scans for opportunities to replicate and create incentivized behaviors and relationships across the CTE curriculum by mentoring and supporting teachers to open-source exemplary content and projects they create(d).

Open-Source Downey creates and shares supplemental and core materials and teacher training in two pathways (DUSD's Cloud Technologies pathway and Game Design & Programming pathway) and across technology-heavy CTE pathways (e.g., Software & Systems Development, Film/Multimedia Production, Engineering Design). Examples of OER include: full courses, course modules, syllabi, lectures, homework assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, and many more resources contained in digital media collections from around the world. Partner Cerritos College notes that sharing OER means, "increasing access, lowering costs, adapting to standards, expanding impact, harnessing student interest, finding free supplements, joining a community, personalizing content, revolutionizing practices, learning, gaining recognition, transforming, supporting underserved populations, benefiting from others' expertise, encouraging growth, inspiring others, updating materials, collaborating, democratizing education, gaining recognition, globalizing classrooms, and recycling materials."

List of project activities

The Five R's of OER include:

1. Retain: Make, own, & control your own copy of the content
2. Reuse: Use the content as-is
3. Revise: Adapt, adjust, modify, improve, or alter the content
4. Remix: Combine original or revised content w/other OER to create something new
5. Redistribute: Share your copies of original content, revisions or remixes w/others [1] SEP

Open-Source Downey project activities include:

- Extend and expand ICT Cloud Computing Technologies Pathway for OER: Industry collaboration on test prep certifications; Amazon Web Services (AWS) 3rd party certification; Enhanced videos for underserved student learning of basic technologies; Project-based learning projects; Additional videos and text materials for teacher professional develop to confidently teach the pathway; Higher-level access to AWS for hands-on labs; Accessibility and underserved student materials review; CC articulation; Develop online space for collaborative contributions and continuous improvement.
- Extend and expand ICT Game Design and Programming for OER: Industry collaboration on test prep certifications, including Unity certifications; Use of Unreal Engine learning platform that will enable students to obtain industry-recognized credential or certificate, or be better prepared for appropriate postsecondary education or training, or employment; Enhanced videos for underserved student learning of basic programming; Project-based learning (PBL) projects with C# and C++ programming, game production, GitHub collaboration, open-source student contributions; Development of an industry major project that demonstrates portfolio-level skills for job entry or college transfer; Additional videos and text materials for teacher professional develop to confidently teach the pathway; Accessibility and underserved student materials review; CC articulation; Develop online space for collaborative contributions and continuous improvement.
- Develop and improve exceptional learning materials across CTE curriculum for OER: Seminars and workshops for teachers to include Creative Commons, OER, editing and styling for publishing, creating section 508 accessible documents, strategies for evergreen materials and simple industry updates, etc.; 1-1 mentor support for teacher publishing; Accessibility and underserved student materials review; Student support for teachers with student engagement such as student videos, projects, and publishing input; Disseminate OER and Creative Commons process to high schools statewide.

Partner role and responsibilities

DUSD
* Communicate OER seminars and workshops to teachers[SEP]
* Facilitate teacher incentive processes[SEP]
* Teachers: participate in OER learning and collaborate with mentors to create OER materials[SEP].

Cerritos College
* Dual enrollment for AWS and articulation of OER materials[SEP]
* Inclusion of DUSD in Cerritos College OER efforts[SEP]
* Advisor for DUSD OER teacher training and mentorship.[SEP]

Bayha Group
* Collect student-level data, conduct data analyses, and provide data reporting that can be used by policymakers, DUSD decision-makers, community college districts, and regional industry 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[SEP]
* Student support for teachers with student engagement such as student videos, projects, and publishing input[SEP]
* PBL projects[SEP]
* WBL opportunities and connections to industry professionals and employers [SEP]
* Additional videos and text materials for teacher professional develop to confidently teach the pathway.[SEP]

2 Degree Shift
* Lead extension and expansion of ICT Cloud Computing Technologies Pathway and Game Design & Programming Pathway for OER to include: Enhanced videos for underserved student learning of basic technologies; PBL projects; Additional videos and text materials for teacher professional develop to confidently teach the pathway; PBL projects on C# and C++ programming, game production, GitHub collaboration, open-source student contributions; Accessibility and underserved student materials review; Develop online space for collaborative contributions and continuous improvement; Development of an industry major project that demonstrates portfolio-level skills for job entry or college transfer.[SEP]
* Mentor high school teachers[SEP]
* Validate OER materials with industry[SEP]
* Support the style - look and feel of OER materials[SEP]
* Promote *Open-Source Downey* to community colleges and high schools.[SEP]

Akupara Games
* Development of an industry major project that demonstrates portfolio-level skills for job entry or college transfer.[SEP]

Number of students and/or teachers to be served

This project publishes all materials for two ICT/DM sector pathways, and over 100 supplemental materials as OER. Immediate student and teacher involvement is estimated as:
* 12-15 DUSD teachers as publishers
* 15 teachers with 30 students over 3 periods and 3 semesters = approximately 4,050 students
* Outreach to thousands of high schools and hundreds of adult education schools. If 10% of California high schools and 5% of California adult schools utilize OER materials, 330 schools with 2 semesters of 30 students in 3 periods are a minimum of 330 teachers and 59,400 students learning per year. The California community colleges' numbers demonstrate this may be a low estimate. [SEP]

Justification for requested funds (Return on Investment)

Open-Source Downey targets two ICT pathways, LA/OC Regional Consortium 2020 regional priority industry sectors, and teacher publishing with a similar approach to the CCCCO's Zero Textbook Cost (ZTC) program. With an initial budget of $5 million, this statewide program developed 33 ZTC degrees or CTE certificates. These degree pathways will save $42 million in textbook costs. Colleges have seen a 3.1% increase in grades for all ZTC students. ZTC programs combat equity issues that persist for students from historically disadvantaged backgrounds. The program boasts a 7.6% increase in grades of Pell recipient ZTC students. Minority students in ZTC courses performed at a higher level than minority students in Non-ZTC courses. Five textbook publishers control most of the textbook market, and teachers know best how to engage students who struggle. Industry partners understand skills and demonstrated experience needed for employment.

Open-Source Downey will contribute course outlines, syllabi, materials, projects, assessments and teacher professional development to statewide school, adult education, and college stakeholders with a collaborative one-to-many approach. Funding for two pathways and six additional pathways of supplemental materials will be OER and offered to California's 3,162 public high schools and several hundred public adult schools through OERCommons.org and other resources. *Open-Source Downey* will leverage California community colleges resources, guidelines, and successes rather than begin the OER and Creative Commons journey alone.

K14 Pathway Quality Strategies: Work-Based Learning

Description of work funded by K12 SWP

Open-Source Downey and CTE students in WBL experiences will collaborate with industry in an open-source culture. Collaboration, contribution, and volunteer experiences with industry and nonprofit organizations are vital for today's job applicants and university transfers. Open-source internships range from Wikipedia editing to software development and documentation to science and governance nonprofit organization projects. Students will learn the incredible ecosystem of open-source social good organizations and technology movements/projects.

Students will participate in establishing Downey as a leader in open-source, OER, and Creative Commons for California. Student videos, marketing materials, and outreach will demonstrate how collaborative and interactive learning enhance CTE. Industry shadowing and meeting CTE professionals will lead to student-created materials for those industry sectors. Teachers will have the opportunity for open-source and OER development externships to gain industry insight and expand OER materials development.

Open-source emphasis will be on the students' intern career interest sector. Student support includes mentoring on selecting open-source opportunities, protocol for collaboration and contribution, using LinkedIn with parent consent to share volunteer open source efforts, and adapting resumes to include open-source contributions. The Open Source philosophy is based on the exchange of knowledge and ideas: a case of 'doing business to do good.' Open-source is a viable way to begin a career; students will receive feedback from open-source volunteers, most of whom work in industry and many of whom mentor newcomers. Open-source contributions are considered *real work* toward career goals.

Examples of open-source projects students and teachers may be interested in include Code California, a state project, the Open Education Consortium, Artsy, and *Open-Source Downey*. There are hundreds of STEM related organizations to contribute to and many opportunities for non-STEM contributions in graphic design, writing, tutorials, and documentation. Contribution and collaboration opportunities include software, art, graphic design, science and science-based games, fashion, governance, and more. Open-source culture believes community and collaboration bring about better products, information, and organizations that serve society and individuals equitably.

List of project activities

Work-based learning activities for students, instructors, and staff in *Open-Source Downey* include:
* Virtual and in-person WBL including internships
* Access to industry professionals as guest speakers and mentors
* Career counseling support from partner community college staff
* Development of student-perspective OER sector, class, and marketing materials (text, image, and video)
* Attention to DUSD students' career interests through a diverse menu of CTE options
* Links to "social good" occupations in technology; using technology to help address problems in society
* Student support of teacher materials development
* Technical support services to ensure CTE pathway learners are prepared and transition to industry
* Support for researching open-source opportunities in CTE for student interns
* Industry experts to provide a portfolio-level project to include the entire life cycle of game design, development, and production
* Faculty externships with industry
* Southeast Los Angeles County Workforce Development Board (SELACO WDB) provides students support services for job readiness/internships
* Transportation (school buses) for students to participate in off-campus WBL opportunities via job shadow activities, facility tours, and other career related activities for all pathways learners.

Partner role and responsibilities

To further WBL through *Open-Source Downey*, partners will:

DUSD
* CTE staff and consultants partner with Industry experts to provide a portfolio-level project to include the entire life cycle of game design, development, and production.⸢SEP⸥

Cerritos College
* Provide career guidance/mentoring that incorporates updated information on careers relating to the pathways. ⸢SEP⸥

Southeast Los Angeles County Workforce Development Board (SELACO)
* Contract with SELACO to provide job readiness services and supportive services to help students have greater access to WBL and internships. ⸢SEP⸥

Bayha Group
* Expand student work-based learning (WBL) internship program to include *Open-Source Downey* and provide more opportunities for CTE students to gain access to work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum⸢SEP⸥
* Create and facilitate virtual internships⸢SEP⸥
* Provide a documented training plan and assignments are related to all WBL⸢SEP⸥
* Recruit industry partners and invite K–12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway including reviewing the knowledge and skill preparation needed for each WBL activity⸢SEP⸥
* Provide robust assessment and documentation of student performance in the workplace⸢SEP⸥
* Provide orientation for workplace supervisors and students⸢SEP⸥
* Collect student-level data collection, conduct data analyses and provide reporting of effectiveness and continuous improvement of counseling and other CTE-related services⸢SEP⸥
* Develop a series of CTE promotional engagement videos about all CTE pathways and outcomes to encourage recruitment of new students into programs. ⸢SEP⸥

Number of students and/or teachers to be served

Between 500-600 students will be served through WBL and *Open Source Downey* over 2.5 years with this grant. Three groups of 50 students for 150 total will participate in virtual or in-person rounds of internships, depending on COVID-19 and any possible travel or in-person meeting restrictions. Each round will last 6-8 weeks, with an optimal 2-month window to allow for COVID-19 considerations. Short-term WBL work toward open-source contributions includes 15 teachers and 30 students over three rounds each for a total of 45 teachers and 90 student contributors. Combined, these 150 interns, 45 teachers, and 90 student contributors (285 students and teachers) will create resume-worthy and classroom-ready materials for statewide dissemination. An additional 300 students and their parents will participate in three rounds (100 students per event) of community events supporting WBL career-ready skills. A roadmap of planning, action items, and marketing for these events will be documented, evaluated, and disseminated statewide as a guide for additional high schools to participate.

Justification for requested funds (Return on Investment)

Because *Open-Source Downey* and WBL will emphasize students' career interests, opportunities for WBL run throughout this project. Portfolio-quality student work to be completed with an industry partner and shared creates further opportunities for DUSD CTE students to showcase their knowledge and skills for career advancement and postsecondary enrollment. Students will receive feedback on their performance in WBL activities, including through an internship program, where they will gain invaluable experiences that will inform decisions about industry certifications and college degree programs.

In order to track return on investment, student-level data will be collected and analyzed for those participating in *Open-Source Downey* and WBL experiences. These data will be provided to DUSD College and Career Readiness Department staff to address grant reporting requirements and may be by policymakers, district administrators and board members, partner community colleges, and regional industry 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.

Leveraged Funds

✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)

✓ CTEIG (California Technical Education Incentive Grant)

✗ Agricultural Career Technical Education Incentive Grant

✗ CTEFP (Career Technical Education Facilities Program/Prop 51)

✗ CPA (California Partnership Academies grants)

✗ SSP (Specialized Secondary Programs grant)

✗ SWP (Strong Workforce Program)

✗ Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	$111,900
2000 - Classified Salaries	$0
3000 - Employee Benefits	$22,380
4000 - Books and Supplies	$30,000
5000 - Services and Other Expenditures	$1,557,996
6000 - Capital Outlay	$0
7000 - Indirect Costs	$34,818
Total Grant Funds Budgeted	$1,757,094

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	$3,056,471
2000 - Classified Salaries	$49,358
3000 - Employee Benefits	$1,028,513
4000 - Books and Supplies	$125,624
5000 - Services and Other Expenditures	$51,082
6000 - Capital Outlay	$5,000
7000 - Indirect Costs	$0
Total Financial Match	$4,316,048

Downey Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	$0	$55,950	$55,950	$111,900
2000 - Classified Salaries				$0
3000 - Employee Benefits	$0	$11,190	$11,190	$22,380
4000 - Books and Supplies	$0	$15,000	$15,000	$30,000
5000 - Services and Other Expenditures	$551,136	$590,930	$415,930	$1,557,996
6000 - Capital Outlay				$0
7000 - Indirect Costs	$9,000	$12,909	$12,909	$34,818
Total Budget	$560,136	$685,979	$510,979	$1,757,094

Downey Unified: Expenditure Descriptions

1000 - Certificated Salaries

- Extra duty pay certificated pay for 15 teachers at $37.30 per hour at 100 hours each for Open Education Resource materials development (1,500 hours x $37.30)

3000 - Employee Benefits

- Benefits for 15 teachers with extra duty pay for Open Education Resource materials development (Employee Benefits Statutory Benefit rate of 20%)

4000 - Books and Supplies

* 10 OER kits for teacher includes microphone ($200), lighting ($250), DSLR camera with video capability ($1,500), tripod ($150) for video streaming and industry interview videos
* AWS third-party certification for AWS, Unity, Unreal Engine that will enable students to obtain industry recognized credential or certificate, or be better prepared for appropriate postsecondary education or training, employment, or postsecondary degree each year. 40 students @ 100 and 20 students @ 150 for AWS = $7,000. Unity and Unreal Engine are no cost.
* Fees for workshops and seminars for all teachers participating in OER to experience a collaborative project-based work environment to include Creative Commons, OER, editing and styling for publishing, creating section 508 accessible documents, strategies for evergreen materials and simple industry updates, etc. (10 teachers x $1,200 = $12,000 each year)

5000 - Services and Other Expenditures

* Transportation (school buses) for students to participate in work-based learning opportunities (job shadow activities, facility tours and other career related activities) happening outside campus. Provides industry-informed project-based learning (PBL) transportation and guidance opportunities for all pathway learners

* Extend and expand ICT Cloud Computing Technologies Pathway and Game Design & Programming for OER to include: industry collaboration on test prep certifications, enhanced videos for underserved student learning of basic cloud and programming technologies, project-based learning projects, additional videos and text materials for teacher professional develop to confidently teach the pathway, and development of an industry major project that demonstrates portfolio-level skills for job entry or college transfer

* Contract with CTE consultant to expand, oversee, and manage all virtual and in-person WBL including *Open-Source Downey* to provide virtual and in-person opportunities for more CTE students to gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum

* Contract with SELACO to provide job readiness and support services for CTE students to have greater access to WBL and internships

* Conduct outreach and dissemination to inform California high schools and adult schools about open education resources (OER) and provide mentoring support to those interested in adopting OER at their schools

* Develop a series of CTE promotional engagement videos about *Open Source - Downey*

* Industry experts to provide a portfolio-level project to include the entire life cycle of game design, development, and production. Coach teacher with content expertise and industry knowledge

* Contract with technical assistance provider to collect student-level data collection, conduct data analyses and provide reporting of data that can be used by policymakers, DUSD leaders, 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.

7000 - Indirect Costs

Indirect cost not to exceed 4%. Downey Unified School District charges 4% indirect costs against the first $25,000 of each contract. The balance of each contract is not subject to indirect costs.

Downey Unified: Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	$3,056,471	Local Control Funding Formula
2000 - Classified Salaries	$49,358	Local Control Funding Formula
3000 - Employee Benefits	$1,028,513	Local Control Funding Formula
4000 - Books and Supplies	$125,624	Local Control Funding Formula
5000 - Services and Other Expenditures	$51,082	Local Control Funding Formula
6000 - Capital Outlay	$5,000	Local Control Funding Formula
7000 - Indirect Costs		
Total Financial Match	$4,316,048	

Supporting Documents

Document Title	Type	Uploaded	Comment
2DegreeShift-DUSD.pdf	Letter of Support	10/15/2020, 10:05:04 PM	N/A
Bayha Group_DUSD_OER Ltr K12SWP 2020.pdf	Letter of Support	10/13/2020, 10:53:17 AM	N/A
SELACO WDB Letter of Support Open Source Downey.pdf	Letter of Support	10/12/2020, 9:37:02 PM	N/A
Cerritos College_OpenSource Downey.pdf	Agreement/MOU	10/12/2020, 9:36:28 PM	N/A
Cerritos College CCAP MOU_D ual Enrollment[1].pdf	Agreement/MOU	10/12/2020, 9:35:54 PM	N/A
DUSD High Quality CTE Program Evaluation 2020.pdf	High-Quality CTE Program Evaluation	10/12/2020, 9:35:12 PM	N/A

Certification

Certifying Authority

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Approved by Audrey Childers

01/04/2021 12:54 PM PST

California Community Colleges   N✹VA
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Exhibit B:

Invoice Form and Instructions

LEA/ROP LETTERHEAD/LOGO

INVOICE

Date:

Invoice No.:

Name

Purchase Order No.:

Address:

City: State: Zip:

Attn:

Bill To: Rancho Santiago CCD (RSCCD)
                 Attn: Sarah Santoyo
                 2323 North Broadway, Ste. 201
                 Santa Ana, CA 92706

Grant Number: N/A   Fiscal Agent Sub-Agreement Number:

Chancellor's Office Project Monitor: Katie Gilks

Payment Type: ☐Advance Payment   ☐Progress Payment   ☐Final Payment

                     ☐Other Payment (describe):

Description of Work and Dates Services Rendered:

Total Amount Due: $

LEA/ROP Accounting Office Contact: **LEA/ROP Program Contact:**

Name: Name:

Title: Title:

Email: Email:

Phone number: Phone number:

Please send payment to the address above.

Instructions for Invoice Template

All invoices must be submitted electronically to the RSCCD Fiscal Agent Office in-box at Landa_Alejandra@rsccd.edu). The e-mail subject line must state "Invoice Enclosed – LEA Acronym/K12 SWP PIF/Sub-Agreement #".

Example: Invoice Enclosed - USD/K12 SWP PIF/DO-20-2504-21

If you are submitting a corrected invoice, please state it in the subject line "REVISED Invoice Enclosed – LEA Acronym/K12 SWP PIF/Sub-Agreement #".

Below are additional details about each field. If you have any questions about this Invoice Template, please contact the Fiscal Agent at Landa_Alejandra@rsccd.edu

Letterhead/logo - Insert letterhead or logo image.

Date – Enter the date the invoice was created.

Invoice No. – Enter an invoice number to be used for internal purposes by the community college district/college.

Name – Enter the LEA/ROP name. The name must match the name listed on the sub-agreement with the Fiscal Agent.

Address – Enter the LEA/ROP address which should match with the address listed on the sub-agreement with the Fiscal Agent.

Grant Number – N/A

Fiscal Agent Sub-Agreement Number – Enter the sub-agreement number listed on the page footer of the sub-agreement with the Fiscal Agent.

Chancellor's Office Project Monitor – Enter the name of the Chancellor's Office Project Monitor. If unknown, enter the Program Name.

Payment Type – Identify the payment type (advance, progress, final or other payment). If other payment is clicked, provide a brief description of the payment type.

Description of Work and Dates Services Rendered – Provide a description of the work performed and the dates of services rendered.

Total Amount Due – Enter the amount invoiced to CCCCO.

LEA/ROP Accounting Office Contact Information – Identify an accounting office contact.

LEA/ROP Program Contact Information – Identify a program contact who can address questions about the work performed.

Exhibit C:

Intent to Award Memorandum from the
Chancellor's Office (12/9/2020)

California Community Colleges

MEMORANDUM

December 9, 2020

TO: Regional Consortium Chairs
            Chief Instructional Officers
            Chief Student Services Officers
            Chief Business Officers
            CTE Deans
            Technical Assistance Providers
            ASCCC

FROM: Sheneui Weber, Vice Chancellor
            Workforce and Economic Development Division

CC: Sandra Sanchez, Assistant Vice Chancellor, WEDD
            Katie Gilks, CCCCO Program Specialist
            Michelle McIntosh, Education Administrator, California Department of Education
            CCCCO Staff

RE: K12 Strong Workforce Program 2020-2021 Intent to Award

Dear K12 SWP Colleagues,

The California Community Colleges Chancellor's Office – Division of Workforce and Economic Development, in partnership with the California Department of Education, is pleased to formally announce the 2020-21 funding awards for the K12 Strong Workforce Program. This memorandum is a formal notification of the intent to award and of the complete list of all awarded applications.

The Chancellor's Office sincerely thanks and acknowledges the efforts of the Local Educational Agencies for their applications and for the selection committee members who worked hard to score and award decisions on schedule. Each Lead Agency eligible for a funded application received formal email notification of the grant award from the NOVA system with instructions for the grantee to accept the award amount. Once accepted, the K12 SWP fiscal agent in your region will contact each Lead Agency receiving funding to request signatures, and technical work plan changes, including budget amendments that may be needed to complete the execution of the grant agreement. A copy of the fully executed grant agreement will be provided to each Lead Agency. For auditing purposes, Lead Agencies should retain a copy of the grant agreement, the RFA Specifications, and the Workforce and Economic Development Division Request for Applications Instructions, Terms and Conditions.

Should your organization be listed as a grant recipient below, but did not receive an email notification, please contact the Regional Consortium Chair for the region in which you applied, or the K12 SWP helpdesk at K12SWP@cccco.edu.

Any applicant wishing to submit an appeal should do so by 5pm on December 18, 2020. Appeals must be submitted to your Regional Consortium Chair. For detailed information on the appeal process, please refer to the RFA document.

K12 Strong Workforce Program Timeline	
October 19 – November 20, 2020	K12 Selection Committees review applications and submit proposed grantees to be funded
November 25, 2020	K12 SWP preliminary awards announced
December 18, 2020	Appeals due to SWP Regional Consortium
January 15, 2021	SWP Regional Consortia communicate intent to award letters to LEAs and initiate subcontract process

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
1	Bay Area	Alameda Co. Office of Education	Targeted Intervention for Student Choice & Expansion	$456,693
2	Bay Area	Alameda Co. Office of Education	North Alameda County Student Choice & Expansion	$847,669
3	Bay Area	Alameda Co. Office of Education	Mid Alameda Student Choice & Expansion	$506,574
4	Bay Area	Alameda Unified	Biotech Talent Pipeline: Phase 2	$179,615
5	Bay Area	ARISE High	Pathway Support Center and Dual Enrollment Expansion Initiative	$49,791
6	Bay Area	Campbell Union High	Strategic Improvement of Career Exploration to Achieve Post-Secondary Success (SICEAPSS)	$201,084
7	Bay Area	Contra Costa County ROP	Strengthening and Expanding Health Sciences and Medical Technology Pathways	$1,129,519
8	Bay Area	Contra Costa County ROP	Strengthening and Expanding ICT, Advanced Manufacturing, and Engineering Pathways	$1,105,689
9	Bay Area	Contra Costa County ROP	Strengthening and Expanding CTE pathways to deliver equitable curriculum, career exploration and WBL	$758,526
10	Bay Area	Diamond Technology Institute	Diamond Tech Agriscience & Engineering Design: Curriculum and Instruction Systems and Structures	$250,000
11	Bay Area	Diamond Technology Institute	Equity & Engagement In College and Career Exploration for Diamond Tech Wall-to-Wall CTE	$225,243
12	Bay Area	Diamond Technology Institute	DTI Business Management/Finance & Digital Media Arts: Instructional & Curriculum Improvement	$250,000
13	Bay Area	East Palo Alto Academy	The Dream Lab: Using Experiential Learning to Promote College Persistence and Workforce Integration	$124,074
14	Bay Area	East Side Union High	East Side Career Pathways	$1,211,843
15	Bay Area	Eden Area ROP	Supporting Underserved Populations (SUP)	$989,976
16	Bay Area	Eden Area ROP	Business Ownership and Management for Students (BOM for Students)	$492,083
17	Bay Area	Eden Area ROP	Health 2.0 (HEALTH)	$1,129,519
18	Bay Area	Five Keys Independence HS (SF Sheriff's)	Equity in Bay Area Tech Pathways for Five Keys Students	$157,232
19	Bay Area	Healdsburg Unified	Agriculture	$181,569
20	Bay Area	Jefferson Union High	Middle School College and Career Awareness	$513,516
21	Bay Area	Leadership Public Schools - Hayward	Foundation for Student Success; Creating & Expanding High Quality CTE Instruction at LPSH	$588,600
22	Bay Area	Marin County ROP	Marin County Career Technical Education and Innovation Collaborative - Round 3	$738,425
23	Bay Area	Mission Trails ROP	Monterey County Regional Work Based Learning & Post Sec Pathways in a flexible learning environment	$885,085
24	Bay Area	Mission Trails ROP	Monterey County (MC) Regional Stackable Skills Certificates in a flexible learning environment	$987,378
25	Bay Area	Mission Valley ROCP	Health Sciences Career Pathway	$188,894
26	Bay Area	Mission Valley ROCP	Advanced Manufacturing Career Pathway	$209,319
27	Bay Area	Mission Valley ROCP	MVROP Coordinator	$335,157
28	Bay Area	MIT Academy	Improving the Digital Media Pathway	$250,985
29	Bay Area	Monterey Co. Office of Education	MCOE Alternative Education CTE Pathway Improvement Plan	$499,929
30	Bay Area	Mt. Diablo Unified	Targeted Student Support	$663,965
31	Bay Area	Napa County ROP	Hospitality - Food Service and Hospitality Program Improvement	$425,580
32	Bay Area	Oakland Unified	ICT & Digital Media, Pathways to Prosperity	$926,800
33	Bay Area	Oakland Unified	Engineering & Building Trades, Construction, Pathways to Prosperity	$1,129,519
34	Bay Area	Oakland Unified	Health & Education, Pathways to Prosperity	$1,202,911
35	Bay Area	Ocean Grove Charter	Non-classroom based Pathways - ICT & Digital Media	$70,000
36	Bay Area	Pajaro Valley Unified	PVUSD CTE Signature Pathways: Expand Learning Systems; Build & Activate Work-Based Learning CTEWorks	$830,295
37	Bay Area	Palo Alto Unified	Increasing Employability through Certifications for Pathways Aligned with BACCC Regional Plan	$389,550
38	Bay Area	Palo Alto Unified	Strengthening Industry Engagement in Existing CTE Pathways	$341,742
39	Bay Area	Pittsburg Unified	Drones Program	$112,500

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
40	Bay Area	Pivot Charter School - North Bay	Pivot North Bay Agriculture	$47,636
41	Bay Area	San Benito High	Ensuring Equity, Equal Access, and Articulation - Agriculture & Natural Resources	$100,000
42	Bay Area	San Francisco Unified	San Francisco Unified School District - CTE STEM Pathways	$1,177,975
43	Bay Area	San Francisco Unified	San Francisco Unified School District - Pre-Educator Pipeline	$1,227,916
44	Bay Area	San Francisco Unified	San Francisco Unified School District - Pre-Pipeline in Health/Public Service	$836,630
45	Bay Area	San Leandro Unified	Expanding a Pre Apprenticeship Program for Alternate Pathways to Career Success	$260,140
46	Bay Area	San Lorenzo Valley Unified	In Support of Agriscience, Construction, and Media Arts	$98,495
47	Bay Area	San Mateo Co. Office of Education	Extending the CTE-STEM Pipelines into our Middle Schools	$1,202,911
48	Bay Area	San Mateo Co. Office of Education	San Mateo County High Schools + Colleges Consortium: Increasing Equity & Access in Dual Enrollment	$1,177,975
49	Bay Area	Santa Clara Co. Office of Education	Building Equitable Access to High Quality K14 CTE Pathways for All Students	$760,100
50	Bay Area	Solano Co. Office of Education	Building Pathways to College through Course Alignment and Articulations	$358,464
51	Bay Area	Sonoma Valley Unified	Farm to Table -- Agriculture and Culinary for a Changing World	$227,900
52	Bay Area	Sonoma Valley Unified	Construction Technology	$130,050
53	Bay Area	Sonoma Valley Unified	Career Exploration/Work-Based Learning Expansion	$138,442
54	Bay Area	Tri-Valley ROP	Designing Programs and Data Systems to Maximize Alignment and Long-Term Student Success	$590,192
55	Bay Area	Vallejo City Unified	Pathways to career success through a comprehensive pre-apprenticeship program	$120,000
56	Bay Area	Metropolitan Education District	Increase Student Success in Post-Secondary Academic Pathways through K-12 Dual Enrollment	$833,767
57	Central/ Mother Lode	Career Technical Education Charter	Up-Skilling: The Education and Industry Overlap	$302,501
58	Central/ Mother Lode	Escalon Unified	Agriculture Pathways Work Experience and Curriculum Alignment	$183,500
59	Central/ Mother Lode	Fresno Unified	Expanding Equity in CTE Pathways	$2,000,000
60	Central/ Mother Lode	Galt Joint Union High	Agricultural Pathway Certification Program	$925,538
61	Central/ Mother Lode	Inyo Co. Office of Education	Jill Kinmont Boothe School Culinary/Food Service and Hospitality Pathway Creation Project	$59,198
62	Central/ Mother Lode	Kern Co. Office of Education	Kern County HQCTE Pathway Initiative supporting guided pathways and intersegmental partnerships	$2,000,000
63	Central/ Mother Lode	Kern Co. Office of Education	Entrepreneurship via Silk-screening and Graphic Arts	$63,812
64	Central/ Mother Lode	Kern Co. Office of Education	Medical Pathway Expansion	$42,038
65	Central/ Mother Lode	Kern High	Early College Pathways: Public Health and Industrial Automation	$1,917,769
66	Central/ Mother Lode	Kings County ROP	Priority Sector Alignment to Promote Upward Mobility for Socio-Economically Disadvantaged Students	$2,000,000
67	Central/ Mother Lode	Lemoore Union High	Improving Equity and Access to Our Pathways	$318,000
68	Central/ Mother Lode	Manteca Unified	Sierra Engineering Tech Makerspace	$86,510
69	Central/ Mother Lode	Merced County ROP	Expanding Automotive through Alternative Fuels	$502,482
70	Central/ Mother Lode	Merced Union High	Merced Union High School District Health Workforce Pathway Initiative Project	$778,722
71	Central/ Mother Lode	Modesto City High	Central Valley Career Collaboration and Navigation	$908,844
72	Central/ Mother Lode	Oakdale Joint Unified	Oakdale High School Agriculture Department K12 SWP	$550,000
73	Central/ Mother Lode	Porterville Unified	Expanding Work-based Learning through Virtual Engagement	$1,000,000
74	Central/ Mother Lode	Sanger Unified	Sanger Unified Engineering Pathway "Enhance the Pipeline"	$624,324

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
75	Central/ Mother Lode	Stockton Unified	Stagg High School Agriculture Pathways	$545,351
76	Central/ Mother Lode	Stockton Unified	Franklin High School Welding and Auto Body Repair Pathways	$458,834
77	Central/ Mother Lode	Taft Union High	Culinary "Cat Cafe"	$366,000
78	Central/ Mother Lode	Valley ROP	Education/Child Development	$607,934
79	Central/ Mother Lode	Valley ROP	Patient Care - Future Nurses Initiative	$831,314
80	Central/ Mother Lode	Visalia Technical Early College	Early College Agricultural Pathways Continued	$185,000
81	Central/ Mother Lode	Visalia Unified	Elevating and Aligning High Quality Pathways for SED Students to Post-Secondary and Certifications	$2,000,000
82	Inland Empire/ Desert	Apple Valley Unified	MDCP - Strengthening Post Secondary Transitions	$2,000,000
83	Inland Empire/ Desert	Baldy View ROP	HQ Pathway Improvements: Transportation/Logistics, Manufacturing & Product Development	$1,784,538
84	Inland Empire/ Desert	Beaumont Unified	Residential and Commercial Construction	$1,000,000
85	Inland Empire/ Desert	California School for the Deaf-Riverside	Super Charging CTE with the Rapidly Emerging Electric Vehicle Lab	$60,000
86	Inland Empire/ Desert	Colton-Redlands-Yucaipa ROP	Advanced Manufacturing & Transportation: Building the pipeline for tomorrow's workforce	$1,218,004
87	Inland Empire/ Desert	Colton-Redlands-Yucaipa ROP	Increasing Access, Equity and Opportunities in ICT and AME Pathways	$738,306
88	Inland Empire/ Desert	Corona-Norco Unified	CNUSD: Strengthen and Grow High Quality CTE Pathways	$1,800,000
89	Inland Empire/ Desert	Fontana Unified	Everyday Heroes Train Here!	$1,680,000
90	Inland Empire/ Desert	Jurupa Unified	Closing Barriers to Dual Enrollment	$416,230
91	Inland Empire/ Desert	Lake Elsinore Unified	Allied Health Improvement Plan	$630,390
92	Inland Empire/ Desert	Moreno Valley Unified	CTE Pathway Expansion Project	$385,560
93	Inland Empire/ Desert	Palm Springs Unified	Integrating career plans, apprenticeships, and pathways into post-secondary training and education	$783,092
94	Inland Empire/ Desert	Pivot Charter School Riverside	Pivot Riverside Business	$20,000
95	Inland Empire/ Desert	River Springs Charter	Springs Charter CTE Pathway Improvement	$324,598
96	Inland Empire/ Desert	Riverside Co. Office of Education	RCOE Alternative Education College and Career Collaborative Partnership for Student Success	$372,000
97	Inland Empire/ Desert	Riverside Unified	Building a Competitive Advantage through Cross-Sector Connections	$1,499,550
98	Inland Empire/ Desert	San Bernardino City Unified	21st Century Student Run Enterprise	$410,288
99	Inland Empire/ Desert	San Bernardino City Unified	Arroyo Valley Water Utilities	$297,906
100	Inland Empire/ Desert	San Bernardino County ROP	Targeted Program Improvement and Expansion	$1,449,950
101	Inland Empire/ Desert	SIATech	SIATech Inland Empire: Community Health Worker Pathway	$470,711
102	Inland Empire/ Desert	Temecula Valley Unified	Health Science and Medical Technology Career Pathways Expansion	$513,466
103	Inland Empire/ Desert	Temecula Valley Unified	Middle School Career Awareness & Exploration and Pathway Alignment	$100,476
104	Inland Empire/ Desert	Val Verde Unified	Residential and Commercial Construction	$93,360
105	Los Angeles	ABC Unified	ABCUSD Stronger Workforce 2.0: Diversity, Equity and Access for Post-Secondary Success	$885,000
106	Los Angeles	Alhambra Unified	ICT: Cloud Computing Pathway Development	$804,715
107	Los Angeles	Azusa Unified	Foothill Consortium College and Career Exploration	$885,000
108	Los Angeles	Bellflower Unified	Combs' Overhaulin' Auto	$664,018
109	Los Angeles	Beverly Hills Unified	Expanding Fashion and Merchandising Pathway	$57,948
110	Los Angeles	Birmingham Community Charter High	Targeted Engagement and Data Driven Systems to Enhance CTE Pathways	$199,125
111	Los Angeles	Burbank Unified	LA-21 BURBANK USD: DIGITAL MEDIA PATHWAY	$165,460

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
112	Los Angeles	Burbank Unified	LA-21 BURBANK USD: CTE ACADEMY EXPANSION AND CTE PATHWAY DEVELOPMENT	$177,000
113	Los Angeles	California Advancing Pathways for Students in Los Angeles County	Build a Bridge to Industry	$581,148
114	Los Angeles	Centinela Valley Union High	CTE Pathway Excellence through Equity and Access	$824,795
115	Los Angeles	City Charter High	Arts, Media, and Entertainment, Business and Finance, Information and Communications Technology	$499,400
116	Los Angeles	Covina-Valley Unified	Trade Tech Academy	$202,665
117	Los Angeles	Culver City Unified	Engineering/Architecture Pathways	$177,885
118	Los Angeles	Da Vinci Design	Expanding Equality in Entrepreneurship (E3) Project	$314,406
119	Los Angeles	Da Vinci Science	Launching a Sustainable and Transferable Model for Industry-Linked Education (LAST MILE) Project	$604,438
120	Los Angeles	Downey Unified	Business and Entrepreneurship @DowneyMADE	$1,728,373
121	Los Angeles	Downey Unified	Open Source - Downey	$1,757,094
122	Los Angeles	Downey Unified	Downey Career Ecosystems	$1,730,462
123	Los Angeles	East San Gabriel Valley ROP	Improvement of Patient Care Pathways	$536,669
124	Los Angeles	East San Gabriel Valley ROP	Improvement of Public Safety Pathways	$133,522
125	Los Angeles	El Monte Union High	Information and Communication Technologies	$380,375
126	Los Angeles	El Monte Union High	Building and Construction Trades	$360,795
127	Los Angeles	Five Keys Independence HS (SF Sheriff's)	FIVE KEYS - Dual Enrollment Graphics / Web Design with LA Mission College	$183,744
128	Los Angeles	Glendale Unified	Glendale Unified School District Online College & Career Academies	$1,749,477
129	Los Angeles	Inglewood Unified	Comprehensive improvement of Inglewood Unified School District Pathways	$358,425
130	Los Angeles	Long Beach Unified	Increasing Industry Relevant Instruction through Teacher Externships	$183,099
131	Los Angeles	Los Angeles Academy of Arts & Enterprise Charter	Expanding CTE workforce and creating foundational pathways to success	$500,000
132	Los Angeles	Los Angeles Unified	Developing Industry/Near Peer Mentoring and Early College Credit from K-16	$1,765,363
133	Los Angeles	Los Angeles Unified	CTE Enrichment Opportunities for Students	$1,742,477
134	Los Angeles	Lynwood Unified	Expanding and Enhancing K-14 Culinary Arts Pathways	$350,663
135	Los Angeles	New Designs Charter	Expand and enhance career pathways and dual enrollment certification programs	$885,000
136	Los Angeles	Pasadena Unified	Improving Access to Technology	$538,399
137	Los Angeles	Port of Los Angeles High	Port of Los Angeles High School	$253,641
138	Los Angeles	Rowland Unified	Enhancing Career Pathways for All Students	$885,000
139	Los Angeles	SIATech Academy South	SIATech Academy South: Community Health Worker Pathway	$300,814
140	Los Angeles	Tri-Cities ROP	Health Science Pathway Enhancement & Expansion	$1,311,061
141	Los Angeles	Tri-Cities ROP	Engineering & Architecture, Information & Communication Technologies, Math and Science Connection	$662,423
142	North/ Far North	Anderson Valley Unified	Anderson Valley CTE Academy +	$236,925
143	North/ Far North	Big Valley Joint Unified	Animal Science	$25,875
144	North/ Far North	Black Oak Mine Unified	Manufacturing and Product Development	$280,000
145	North/ Far North	Chico Unified	Student Postsecondary and Career Transitions Improvement: ALL CUSD Pathways	$949,717
146	North/ Far North	Community Collaborative Charter	software systems and development	$219,000
147	North/ Far North	Corning Union High	Corning Union High School District Ag/Natural Resources Expansion	$213,902
148	North/ Far North	Davis Joint Unified	CTE Equity and Alignment	$673,679
149	North/ Far North	Davis Joint Unified	Davis INSPIRE	$671,762
150	North/ Far North	Del Norte Co. Office of Education	Del Norte Works	$337,056
151	North/ Far North	East Nicolaus Joint Union High	CTE Work Based Learning	$311,877
152	North/ Far North	East Nicolaus Joint Union High	Agriscience Lab	$426,415
153	North/ Far North	El Dorado Union High	Transportation Programs	$202,001

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
154	North/ Far North	El Dorado Union High	Product Innovation & Design	$61,500
155	North/ Far North	Elk Grove Unified	Student Run Enterprises	$214,146
156	North/ Far North	Folsom-Cordova Unified	IB-CP CTE Patient Care Pathway	$336,918
157	North/ Far North	Folsom-Cordova Unified	Agriculture	$154,280
158	North/ Far North	Folsom-Cordova Unified	Advanced Manufacturing Maker Lab	$94,919
159	North/ Far North	Fort Sage Unified	FSUSD CTE Pathway Improvements	$19,500
160	North/ Far North	Fortuna Union High	Agriculture	$224,541
161	North/ Far North	Fortuna Union High	Agriculture Middle School Project	$105,206
162	North/ Far North	Humboldt Co. Office of Education	Trades Academy	$216,109
163	North/ Far North	Lake Tahoe Unified	Construction, Automotive and Natural Resources/Environmental Engineering	$290,264
164	North/ Far North	Lassen Union High	CTE Career Center	$125,000
165	North/ Far North	Lassen Union High	Information and Communication Technology	$66,000
166	North/ Far North	Lassen Union High	Entrepreneurship and Leadership	$78,000
167	North/ Far North	Long Valley	New Construction Pathway	$128,600
168	North/ Far North	Maxwell Unified	Panthers' PRIDE (Partnering Resources for an InDustrious Education)	$480,000
169	North/ Far North	Mendocino Unified	Production and Managerial Arts: High School Radio Station Upgrade and Community Integration Project	$60,000
170	North/ Far North	Modoc Co. Office of Education	Advancing Modoc Youth	$75,200
171	North/ Far North	Modoc Joint Unified	Modoc High School CTE Programs	$457,177
172	North/ Far North	Northern Summit Academy-Shasta	Northern Summit Academy CTE Program	$250,000
173	North/ Far North	Oroville Union High	Building Stronger Bridges through Agriculture Pathways	$325,791
174	North/ Far North	Pivot Charter School North Valley II	Pivot North Valley Agriculture	$23,000
175	North/ Far North	Placer Union High	Cultivating Diversity for a Stronger Agricultural Workforce	$94,270
176	North/ Far North	Placer Union High	Preparing a Diverse Workforce for an Evolving Media Industry	$96,332
177	North/ Far North	Plumas Charter	Community College Connections for Exposure, Exploration and Experience-Building (CCC4EEE)	$287,500
178	North/ Far North	Plumas Unified	Skilled Workforce Development Through Work Based Learning	$199,730
179	North/ Far North	Potter Valley Community Unified	Agriculture Pathway Improvements	$97,750
180	North/ Far North	Red Bluff Joint Union High	Health Science and Medical Technologies Pathway Enhancement Plan	$591,288
181	North/ Far North	Rocklin Unified	Increased CTE Access for Students with Disabilities	$233,288
182	North/ Far North	Roseville Joint Union High	Clinical Medical Assisting Pathway	$109,587
183	North/ Far North	Roseville Joint Union High	Investing in Work Based Learning	$435,227
184	North/ Far North	Roseville Joint Union High	Roseville Regional Automotive Services Pathway Expansion	$268,432
185	North/ Far North	Sacramento City Unified	Post-Secondary Transition & Completion	$539,025
186	North/ Far North	Sacramento County ROP	Greater Sacramento Region Workforce Collaborative (GSRWC)	$1,233,329
187	North/ Far North	San Juan Unified	El Camino High School Medical Pathway	$129,286
188	North/ Far North	SAVA - Sacaramento Academic & Vocational Academy - SCUSD	Public Service Fire Science Growth and Support	$500,000
189	North/ Far North	Shasta Union High	Building Career-Ready Students in Undeserved Populations	$840,600

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
190	North/ Far North	Shasta Union High	SUHSD Fire 2: Emergency Medical Training and Certification	$225,040
191	North/ Far North	Shasta Union High	CTE Medical and Student Wellness	$306,438
192	North/ Far North	Sierra-Plumas Joint Unified	Mechanical Engineering	$36,750
193	North/ Far North	Siskiyou Co. Office of Education	SiskiyouWorks Middle School to High School	$433,146
194	North/ Far North	South Sutter Charter	Non-classroom based Pathways - ICT & Digital Media	$70,000
195	North/ Far North	Tahoe-Truckee Unified	Sierra Continuation High School CTE Pathway Improvement Project	$345,387
196	North/ Far North	Tahoe-Truckee Unified	North Tahoe High School CTE Pathways Improvement Project	$529,285
197	North/ Far North	Visions In Education	Visions' Patient Care Pathway	$9,363
198	North/ Far North	Wheatland	Equity, Engagement & Excellence in 7-12 CTE	$539,604
199	North/ Far North	Wheatland Union High	Workability Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center"!)	$561,072
200	North/ Far North	Wheatland Union High	Pirates at SEA (Scholars' Enrichment Academies) a Voyage to College and Career Readiness	$992,773
201	North/ Far North	Woodland Joint Unified	Health Occupations Pathway	$258,037
202	North/ Far North	Woodland Joint Unified	CTE Experiential Learning	$460,605
203	North/ Far North	Woodland Joint Unified	Career Exploration	$593,003
204	North/ Far North	Yolo Co. Office of Education	Career Discovery for Alternative Education Students	$165,963
205	North/ Far North	Yuba City Unified	Middle School CTE: Gateway to College and Career	$201,732
206	North/ Far North	Yuba City Unified	Sports Medicine: Pipleline to Health Care Careers	$65,472
207	North/ Far North	Yuba City Unified	Medical Assisting: Pathway to Employment in Health Care	$48,082
208	North/ Far North	Yuba Co. Office of Education	Yuba County Child Healthcare and Development	$12,840
209	Orange County	Anaheim Union High	Advancing Career Counseling in Orange County	$318,750
210	Orange County	Brea-Olinda Unified	Advancing Career Counseling in Orange County	$318,750
211	Orange County	Capistrano Unified	Advancing Career Counseling in OC	$318,750
212	Orange County	Fullerton Elementary	Capacity Building to Spark PATHFinder Engagement in the Fullerton School District	$298,702
213	Orange County	Fullerton Joint Union High	Building Relevant and Innovative Technology Education (BRITE)	$636,948
214	Orange County	Garden Grove Unified	Advancing Career Counseling in OC	$318,750
215	Orange County	Garden Grove Unified	Aligning K14 CTE Pathways for Lifelong Success	$975,000
216	Orange County	Huntington Beach Union High	Advancing Career Counseling Coordinator	$318,750
217	Orange County	Irvine Unified	Advancing Career Counseling in OC	$318,750
218	Orange County	Laguna Beach Unified	Advancing Career Counseling in OC	$318,750
219	Orange County	Los Alamitos Unified	Advancing Career Counseling in OC	$318,750
220	Orange County	Newport-Mesa Unified	Advancing Career Counseling in OC	$318,750
221	Orange County	Orange County Department of Education	Maximizing K-14 Alignment and Partnerships to Expand High-Quality CTE for Orange County Students	$1,700,000
222	Orange County	Orange County Department of Education	OC Educators Enhancing Student Engagement to Develop Essentials Skills for Workforce Readiness	$1,000,000
223	Orange County	Orange County Department of Education	Building a Sustainable CTE Infrastructure from Elementary through High School to Community College	$1,000,000
224	Orange County	Orange Unified	Advancing Career Counseling in OC	$318,750

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
225	Orange County	Placentia-Yorba Linda Unified	Advancing Career Counseling in Orange County	$318,750
226	Orange County	Saddleback Valley Unified	Advancing Career Counseling in OC	$318,750
227	Orange County	Samueli Academy	Enhancing Career Pathways Program	$45,000
228	Orange County	Santa Ana Unified	Equitable College and Career Opportunities (ECCO)	$1,653,091
229	Orange County	Santa Ana Unified	SAUSD: Advancing Career Counseling for High Needs Special Populations in Orange County	$337,000
230	Orange County	Tustin Unified	Advancing Career Counseling in OC	$318,750
231	San Diego/ Imperial	Coronado Unified	Coronado Unified School District - High School Pathway Development Plan	$347,550
232	San Diego/ Imperial	Escondido Union High	Strong Workforce Program K-12 Escondido Union High School District 2020-2021	$418,429
233	San Diego/ Imperial	Grossmont Union High	GUHSD CAREERS (Collaboration, Access, Refinement, Equity, Engagement, Roadmap to Success)	$800,000
234	San Diego/ Imperial	Grossmont Union High	GUHSD Career and Workforce Engagement	$500,000
235	San Diego/ Imperial	Health Sciences High	CTE Expansion Project	$598,928
236	San Diego/ Imperial	Imperial Co. Office of Education	Imperial County Middle School Career Pathway Awareness and Exploration	$1,000,000
237	San Diego/ Imperial	Imperial Valley ROP	Imperial Valley CTE Career Development for All	$2,000,000
238	San Diego/ Imperial	North County Trade Tech High	College Pathway Alignment and Coordination	$150,000
239	San Diego/ Imperial	Pivot Charter School - San Diego II	Pivot San Diego Business	$20,000
240	San Diego/ Imperial	Poway Unified	Poway USD Career Development and Pathway Improvement	$1,168,669
241	San Diego/ Imperial	Ramona City Unified	Expansion of Ramona City Unified District CTE Programs and Pathways to improve Equity and Access	$150,000
242	San Diego/ Imperial	San Diego Co. Office of Education	K12 SWP SDCOE JCCS CTE - MSS & ICT	$487,851
243	San Diego/ Imperial	San Diego Co. Office of Education	SDCOE - High Priority Sector Career Experience Labs	$604,837
244	San Diego/ Imperial	San Diego Unified	Designing Your Future - SDUSD	$1,999,537
245	San Diego/ Imperial	San Diego Unified	Engineering and Manufacturing Pathway Improvement	$1,292,562
246	San Diego/ Imperial	Steele Canyon High	Pathway Improvements and Growth	$217,485
247	San Diego/ Imperial	Sweetwater Union High	Linking the Roadmap to College and Career	$1,417,867
248	San Diego/ Imperial	Valley Center-Pauma Unified	Early Career Exploration and Development	$64,656
249	San Diego/ Imperial	Warner Unified	Warner High School Pathway Diversity	$80,000
250	South Central Coast	Antelope Valley Union High	Sustaining Pathways to AV's Future	$1,691,164
251	South Central Coast	Career Education Center	STEM Pipeline to Engineering & Manufacturing	$500,502
252	South Central Coast	Fillmore Unified	Implementing Motivational Pathways Advancing to Careers in Technology (IMPACT) Project	$512,505
253	South Central Coast	Oxnard Union High	K-14 Employee Pipeline Project for Oxnard - Hueneme - Camarillo - Somis	$1,637,285
254	South Central Coast	Santa Barbara County ROP-North	Post-Secondary Transitions - SBCEO/SLOCOE CTE Consortium	$1,749,687
255	South Central Coast	Santa Barbara Unified	SBUSD K12SWP Rd 3 Strengthening College and Career Counseling	$681,200
256	South Central Coast	Ventura Unified	Entrepreneurship & Skilled Trades	$1,749,687
257	South Central Coast	William S. Hart Union High	William S. Hart - Strengthening Santa Clarita's Workforce through Educational Partnerships	$1,464,806
			Total:	$148,410,711

Exhibit D:

K-12 Strong Workforce Program
2020-21 Funds

Request for Applications (RFA) and

Program Specifications

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

and

·California Department of Education

Request for Applications

K12 STRONG WORKFORCE PROGRAM

Funding Year: FY 2020-2021

RFA Release Date: August 27, 2020

Questions Deadline: Written questions about specifications in the Request for Applications must be received by 5:00 pm on Wednesday, September 30 via email to: K12SWP@cccco.edu

Bidders' Conference: Wednesday, September 2, 2020 1:00 pm – 2:30 pm PDT

Application Deadline: Applications must be received by 5:00 pm on Friday, October 16, 2020 in NOVA

Administered by the

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

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Section I: General Information

A. Background and Purpose

California's economic competitiveness is fueled, in part, by the strength of its regional economies and its skilled workforce. California is committed to investing in developing a skilled workforce to meet the state's labor market needs and to ensure upward social and economic mobility for Californians. In 2016, the California Legislature approved the Strong Workforce Program (SWP), budgeting an ongoing $248 million for the state's community colleges to enhance and expand career technical education (CTE) and workforce training to prepare students for high-wage employment in industries that meet regional labor market needs.

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

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

B. Objectives and Foundational Principles

B1. Objectives

The primary objectives of K12 SWP are the following:

- To support essential collaboration across education systems between the K–12 sector and community colleges—also known as intersegmental partnerships—with involvement from industry businesses and organizations in strengthening CTE courses, programs, and pathways aligned with regional workforce needs.
- To support LEAs in developing and implementing high-quality, K–14 CTE course sequences, programs, and pathways that:

  - Build foundational career path skills and knowledge essential to subsequent success in college and early career exploration.
  - Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths.
  - Lead to completion of industry-valued certificates, degrees, or transfers to four-year university or college.
  - Prepare students upon completion of education to enter into employment in occupations for which there is documented demand that pay a livable wage.
  - Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state's labor markets.
  - Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.

B2. Alignment with Strong Workforce Program Regional Plan

The K12 SWP legislation specifies that funds are provided to "create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program" (Education Code, 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, 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 California Community College Regional Consortium are located at the following websites:

- **Bay Area – Strong Workforce Program Regional Plan**
  http://regionalplan.baccc.net
- **Central/Mother Lode – Strong Workforce Program Regional Plan**
  http://crconsortium.com/our-roadmap-strong-workforce-data/
- **Inland Empire/Desert – Strong Workforce Program Regional Plan**
  http://www.desertcolleges.org/swp/plan/
- **Los Angeles – Strong Workforce Program Regional Plan**
  http://www.laocrc.org/about/strong-workforce-program/los-angeles-county
- **Orange County – Strong Workforce Program Regional Plan**
  http://www.laocrc.org/about/strong-workforce-program/orange-county
- **North/Far North – Strong Workforce Program Regional Plan**
  https://nfnrc.org/swp/
- **San Diego/Imperial Counties – Strong Workforce Program Regional Plan**
  http://myworkforceconnection.org/sdic-strong-workforce/plan/
- **South Central Coast – Strong Workforce Program Regional Plan**
  http://sccrcolleges.org/strong-workforce-program/community-college-swp/

C. Funding

C1. 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 CCCCO to the fiscal agent of each of the eight SWP 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.[1] (33 percent of the allocation formula)
- The proportion of projected regional job openings. (34 percent of the allocation formula)

Table 1. 2020 K12 SWP Allocations

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

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

C2. Regional Funding Distribution Based on Average Daily Attendance

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

Table 2. Regional Funding Distribution Based on Average Daily Attendance

Total applicants' ADA	Percentage of a region's allocation
Less than or equal to 140	4%
141 – 550	8%
More than 550	88%

Source: California Community Colleges Chancellor's Office and the California Department of Education, 2020.

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.

C3. K12 Selection Committee

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

C4. Awarded Funding Levels for LEAs

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

Table 3. Awarded Funding Levels Based on ADA, 2020

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

Source: California Community Colleges Chancellor's Office and the California Department of Education, 2020.

Total ADA is equal to the sum of all grant-seeking LEAs' ADA (inclusive of both Lead and K–12 Partner Agencies) that are participating in a given application, meaning that the LEAs' total ADA will be used to determine the maximum allowable funding level. The funding levels in Table 3 indicate the maximum amount that can be requested in any one application. Applicants are allowed to request any level of funding for which they are eligible so long as it does not exceed the maximum level. **The regional K12 Selection Committee has discretion to award an amount less than the requested amount based on an applicant's work plan, budget, number of students and/or teachers served as well as based on the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation.**

Note that LEAs are limited to submitting no more than three K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle.

C5. Subsequent Funding Requests in Future Cycles

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

Additionally, through this competitive grant process, applicants awarded a K12 SWP grant in one year are not guaranteed funding in a subsequent round of funding.

D. Eligibility Requirements

D1. Eligible Applicants

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

- School district
- County office of education
- Charter school
- Regional occupational center or program (ROCP) operated by either a joint powers authority or by a county office of education, provided that the 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. As stated previously, an LEA can submit no more than three K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle. Grants may only serve students aged 18 or younger and in grades 7 through 12.

D2. Eligibility Requirements for Applicants

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

- The LEA applicant must partner with at least one community college or community college district in their application. It is allowable and encouraged for LEAs to partner with multiple community colleges or community college districts.
  - 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.
- The LEA shall be located within the geographical boundaries of the region from which it is applying for funds. LEAs that are located in multiple regions may apply in each region within which they have a site but are limited to submitting no more than three applications total as either a Lead or a K–12 Partner Agency. Any LEA that offers primarily online/virtual instruction may apply only in the region within which their chartering district is located.
- Per Education Code, Section 88828(b), each LEA that is a Lead or K–12 Partner Agency on the application will upload a completed High-Quality CTE Program Evaluation that reflects the current practice of existing CTE programs and related evidence on file. LEAs that have applied for CTEIG funds will upload the same High-Quality CTE Program Evaluation used in their most recent CTEIG application. LEAs that did not apply for CTEIG funds will complete and upload a new Program Evaluation. **The Program Evaluation is not scored for the K12 SWP application, but rather used as a tool to inform planning.** By completing the High-Quality CTE Program Evaluation, an LEA identifies areas of improvement in its CTE programs and develops a plan for addressing target areas using the K12 SWP Work Plan. The K12 SWP funding is an opportunity to complement existing CTE plans and work or to create new CTE programs. The High-Quality CTE Program Evaluation can be downloaded at https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf, on the California Department of Education website at https://www.cde.ca.gov/.

- Engage in regional efforts to align workforce, employment, and education services.
- Use its region's Regional Plan to inform efforts to create, implement, or expand CTE courses, course sequences, programs, and pathways; and to the extent possible, integrate available local, regional, state, and private resources to improve the successful outcomes of pupils enrolled in CTE.
- 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.

D3. Adult Education Programs

Adult Education Programs are not eligible to apply as a Lead Agency nor to be listed as a K–12 Partner Agency. However, an Adult Education Program may be included under a district LEA Lead or K–12 Partner Agency applicant, if the program serves students under the age of 18, as approved by the local board. Adult Education Programs may also be included in the application as a Collaborative Partner, working with K–12 LEAs, community colleges, and other stakeholders to support pathways to higher education and employment for all students.

E. Positive Considerations

Per Education Code, Section 88830, when determining grant recipients, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants. The K–12 Selection Committee shall also give positive consideration to each of the below characteristics in an applicant:

- o 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).
- o Programs that the K–12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.
- o Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction. (The annual adjusted statewide grades 9–12 dropout rate is 9.0 percent, CDE 2018-19.)
- o Programs located in an area of the state with a high unemployment rate. (Lead LEAs and/or Partner LEAs to be located in an Area of Substantial Unemployment defined as at or above 6.451%.)[2]

When determining grant recipients, the K–12 Selection Committee shall give greatest weight to the applicant characteristics included in this subdivision.

- The K–12 Selection Committee shall also give positive consideration to programs to the extent they do any of the following:
  - o Successfully leverage one or both of the following:
    - 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

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

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.

  o Make significant investments in career technical education infrastructure, equipment, and facilities.
  o Operate within rural school districts.

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.

Higher Education Partners

LEA applicants are required to identify a purposeful partnership with at least one partnering community college or community college district with the intent of developing clearly defined K-14 career pathways for students. LEAs are encouraged to partner with multiple community colleges for developing or supporting multiple K–14 CTE course sequences, programs, or pathways aligned with regional workforce needs. An LEA may partner with a community college in another region if that community college agrees to partner with the LEA, and the K–14 pathway is strengthened by such a partnership.

The LEA–community college collaboration is a mutually beneficial partnership. The LEA can leverage the SWP efforts and resources of the partnering community college, while

the community college can anticipate prepared, incoming students for their pathways and better predict student enrollment levels. Moreover, students and employers benefit when students are able to more fully develop knowledge, skills, and abilities through participation in a longer sequence of aligned instruction.

In addition to the required partnership with at least one community college or community college district, other optional higher education partners are four-year colleges, including California State Universities, Universities of California, and private colleges.

Collaborative Partners

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

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

K–12 Partner Agencies

Collaboration between LEAs is encouraged, though not required. All other LEAs that are not the Lead Agency on the application, but that will receive K12 SWP funds and/or services from this strand of work, are K–12 Partner Agencies and should be included as such in the application submission under "K–12 Partner Agencies." For example, when a county office of education is the Lead Agency, school districts engaged in the K12 SWP work are K–12 Partner Agencies.

G. Match Requirements

G1. Proportional Dollar Match

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

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.

G2. 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), as approved by the local board.
- Business, industry, philanthropic sources that will directly support the program.
- Any other source, except those described below.

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

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

H. Application Details

H1. 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 16, 2020, by 5:00 pm**, at which time the application system will close. **Printed or faxed copies of the application will not be accepted. Only applications submitted via the NOVA reporting system will be accepted**.

H2. Application Review

Each application will be read and scored by a minimum of three trained reviewers from the regional K12 Selection Committee formed by the SWP Regional Consortium in the region in which the applicant is applying. Application reviews will occur from October 19, 2020 through November 20, 2020.

The K12 Selection Committee can take a variety of factors into consideration in making their funding decisions and are not required to fund the highest scoring applications if these applications are determined not to align with the regional plans or do not meet regional economic needs (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 K–12 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."

H3. Allowable and Non-Allowable Activities and Costs

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

H4. 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 CCCCO.

H5. Incomplete and Late Applications

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

- The application is not received and certified via submission through the NOVA reporting system by 5:00 pm on Friday, October 16, 2020. NOVA will not accept applications after the deadline.
- The budget exceeds the maximum amount allowed as specified in the Request for Application instructions.

- The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.
- The application is incomplete and/or missing any required documents.

H6. Performance Period

Successfully awarded project applications will be funded from January 2021 to June 2023. There will be no extensions to the performance period.

I. Calendar of Key Dates for K12 SWP Grant Cycle

Table 4. Calendar of Key Dates for K12 SWP Grant Cycle

Date	Event
August 27 – October 16, 2020	K12 SWP Online Application submission window in NOVA
September 2, 2020	Bidders' Conference Webinar
September 2020	Regional Engagement Information Sessions
September 18, 2020	NOVA platform applicant training
September 30, 2020	Questions Submission Deadline to K12SWP@cccco.edu
October 16, 2020	K12 SWP Applications due in NOVA system
October 19 – November 20, 2020	K12 Selection Committees review applications and submit nominations of proposed grantees
November 25, 2020	K12 SWP preliminary awards announced
December 9, 2020	Appeals due to SWP Regional Consortium
January 15, 2021	SWP Regional Consortia communicate intent to award funds to LEAs and initiate subcontract process
January 2021	K12 SWP project term begins
June 2023	K12 SWP project term ends

J. Technical Assistance

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

Date and Time: September 2, 2020 1:00PM – 2:30PM PT

Webinar Registration:
https://cccconfer.zoom.us/webinar/register/WN_RaJtVKx0RDGnflezp78Wcg

In addition, K14 Technical Assistance Providers (K14 TAPS) are available for your region.

Table 5. K14 Technical Assistance Providers

Region	K14 TAPs	Email Address
Bay Area	Sharon Turner	turnersharon@fhda.edu
	Don Harjo Daves-Rougeaux	don@baccc.net
Central/Mother Lode	Diane Baeza	Diane.Baeza@tcoe.org
Inland Empire/Desert	Stephanie Murillo	Stephanie.Murillo@rccd.edu
Los Angeles	Amy Kaufman	akaufman.cccco@gmail.com
North/Far North	Tanya Meyer	tmeyer@frc.edu
Orange County	Gustavo Chamorro	chamorro_gustavo@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 CCCCO of the error and request a written

modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the CCCCO will give such notice to other interested parties, but the CCCCO shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to K12SWP@cccco.edu **no later than Friday, October 16, 2020 at 5:00 pm.** Questions submitted by that time will be addressed at the Bidders' Conference Webinar and/or in a subsequent Frequently Asked Questions (FAQs) document posted on the CCCCO website at: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/FAQs.

Following the question deadline of September 30, 2020, only technical questions (e.g., questions about accessing the NOVA system, logistical challenges using NOVA or the K12 SWP online application, etc.) will be answered. No response will be provided to content questions submitted to K12SWP@cccco.edu after that date.

L. Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Regional Consortium for the region in which the application was submitted. The Regional Consortium must receive the letter of appeal, with a signature by the authorized person, no later than 5:00 pm on December 9, 2020. Only e-mailed letters will be accepted. The final decision will be provided in writing within two weeks from the date that appeals are due or by December 23, 2020. The Regional Consortium's decision shall be the final administrative action afforded the appeal.

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

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

Table 6. Contact Information for Regional Chairs

Region	Regional Chair	Email Address
Bay Area	Rock Pfotenhauer	rock@baccc.net
Central/Mother Lode	Janice Offenbach	janice.offenbach@reedleycollege.edu
Inland Empire/Desert	Julie Pehkonen	julie.pehkonen@rcc.edu
Los Angeles	Karen Childers	childers_karen@rsccd.edu
North/Far North	Blaine Smith	smithbl@butte.edu
Orange County	Gustavo Chamorro	chamorro_gustavo@rsccd.edu
San Diego/Imperial	Mollie Smith	mollie.smith@gcccd.edu
South Central Coast	Luann Swanberg	lrswanberg@pipeline.sbcc.edu

Section II: Instructions for Preparing and Submitting the K12 SWP Application

A. Creating a NOVA Account/Accessing Your NOVA Account

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

To access NOVA as a K12 SWP user, please create an account using this shortened link: https://goo.gl/t65j2x or access your existing account at nova.cccco.edu.

B. NOVA Technical Assistance

NOVA Platform Applicant Training Webinar. The CCCCO staff will host a training on using the NOVA online application platform. The webinar will be recorded for posting on the K12 SWP website. For questions related to the NOVA system that are not addressed in the webinar, please contact k12swp@cccco.edu.

Date and Time: September 18, 2020 1:00PM – 2:30PM PT

Webinar Registration:
https://cccconfer.zoom.us/webinar/register/WN_G7kY5B3vTP-dlINflH5_sQ

C. Submitting the K12 SWP Application

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

D. Application Format and Instructions

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

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

NOTE: Grant applications are scored based on a 100-point scale as indicated in the list provided below. A minimum average score of 75 must be obtained during the review process, which includes multiple readers and scoring rubrics, in order to be considered for funding.

Table 7. 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	25 Points
7. Industry Sectors and Pathways	Not Scored/Required
8. CTE Pathway/Program Work Plan	60 Points
9. Budget	15 Points
10. Assurances	Not Scored/Required
11. Supporting Documentation	Not Scored/Required

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

   a. Pathway/Project Title.

   b. Project Start and End Dates for proposed work.

   c. K12 SWP 2019–20 Applicant: If applicable, please indicate whether your organization applied for funds in 2019–20.

   d. K12 SWP 2019–20 Award/Role: If applicable, please indicate whether your organization was awarded funds in 2019–20 and your organization's role in this work (as Lead or K–12 Partner Agency).

   e. CTEIG Award: If applicable, please indicate whether your organization was awarded funds in 2019–20 and whether your organization is in the process of applying for CTEIG funds for 2020–21.

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

   a. Lead LEA Type: Select the Agency Type from the drop-down list.
   The Lead Agency/fiscal agent on the application must be one of the following eligible LEAs: school district, county office of education, direct-funded charter school, or regional occupational center or program operated by a joint powers authority or county office of education. 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.

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

   e. Pathway/Program Region: Select the region in which you are applying. The LEA shall be located in and offer instruction within the geographical boundaries of the region from which it is applying for funds. LEAs that offer site-based instruction in multiple regions should apply within the region where

the participating site is located. LEAs that offer primarily online/virtual instruction may apply only in the region within which its chartering district is located.

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

   For each K–12 Partner Agency provide:

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

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

   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 Partner.)

   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.

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

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

   c. (OPTIONAL) Additional Higher Education Partner(s): If applicable, select any additional higher education partners participating in the Pathway/Program Plan. Please note that additional higher education partners may include UCs, CSUs, and other 4-year institutions.

5. **Collaborative Partners** (Maximum Points: Not Scored/Optional)
   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) Type includes: Businesses, community organizations, industry organizations, philanthropic organizations, workforce development agencies, and government agencies, among others. Collaborative Partner Role includes: Fiscal/financial contribution, partnership and subject-matter expertise, curriculum development/ alignment, work-based learning experiences for students, and externship experience for educators and administrators, among others.

6. **Problem Statement and Project Objectives** (Maximum Points: 25)
   Problem Statement (9 points)

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

   i. Local/regional workforce need informed by your region's Regional Plan.
   ii. Targeted underserved student populations requiring increased access and engagement in CTE.
   iii. Challenge(s) in current CTE pathway(s) that this plan will address.
   iv. Data that supports the above needs.

   Project Objectives (8 points)

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

i. Are informed by your region's Regional Plan and/or address workforce needs in the local or regional economy.
    ii. Lead K–12 students to postsecondary studies.
    iii. Target improved access and engagement of underserved students.

Local/regional economies (3 points)

a. 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.)
b. System will display if the Lead LEA and/or Partner LEAs operate within rural school districts.

Underserved student populations (5 points)

a. Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.
b. 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).
c. Indicate whether the proposed CTE program(s) serves K–12 students that are defined as special populations per Perkins V.

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

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

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

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

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

- Create a new pathway(s)
- Scale an existing pathway(s)
- Implement cross-sector work

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

8. **CTE Pathway/Program Work Plan** (Maximum Points: 60)

a. High-Quality CTE Program Evaluation (Upload Program Evaluation from your 2019–20 CTEIG Application in the "Supporting Documents" section). A completed Program Evaluation must be included for each lead and partner. The High-Quality CTE Program Evaluation can be downloaded at https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf or on the California Department of Education website at https://www.cde.ca.gov/.

- **2019–20 CTEIG applicants:** For each LEA—including Lead Agency and all K–12 Partner Agencies—please upload a copy of the High-Quality CTE Program Evaluation completed for your CTEIG application.
- **All other applicants:** Please complete the High-Quality CTE Program Evaluation for each LEA and upload a completed copy. Check only one box for each eligibility standard (criteria). For each box that you check, list the evidence that you have on file at your LEA in the corresponding column as you may be asked to provide that evidence. You may make comments in the last column to assist the reviewer in understanding your self-assessment scoring.

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

b. K14 Pathway Quality Strategies

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

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

It is acceptable for the proposed work to focus on only one Strategy. In fact, applications that focus on one Strategy with clear and thorough plans for improving its programs or pathways are valued over applications that identify several Strategies that do not have clear and thorough implementation plans. Your application will be scored on only the applicable Strategy(ies) selected.

c. CTE Pathway/Program Work Plan

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

A. Description of work funded by K12 SWP
B. List of project activities and expected outcomes
C. Partner role and responsibilities
D. Number of students and/or teachers to be served and the way in which they will be served
E. Justification for requested funds (Return on Investment)

As previously mentioned, applications that focus on one or two Strategies are scored with equal consideration as applicants that focus on three or four

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

Note: For the K12 SWP 2020 application, work plan details will be entered directly into the NOVA platform. A work plan practice template, scoring rubrics, and additional resources can be downloaded at: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications

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

d. Leveraging other CTE Funds to Support this Work
   Identify the additional funding sources that will support this work. Check all that apply.

   - LCFF (general funds)
   - Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
   - CTEIG (California Technical Education Incentive Grant)
   - Agricultural Career Technical Education Incentive Grant
   - CTEFP (Career Technical Education Facilities Program/Prop 51)
   - CPA (California Partnership Academies grants)
   - SSP (Specialized Secondary Programs grant)
   - SWP (Strong Workforce Program)
   - Other:_____

9. **Budget** (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.

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

A budget template, budget example, and additional resources can be downloaded at: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications

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

1000 – Certificated Salaries: Certificated CTE teacher salaries

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

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

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

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

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

7000 – Indirect Costs

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

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

10. Assurances

A duly authorized representative for the Lead LEA should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please attest to the assurances that this Pathway/Program Work Plan is:

- In compliance with K12 SWP legislation (Education Code, Section 88827).
- Aligned with your district(s)/partner district(s) 2020–21 LCAP.
- Informed by, aligned with, and expands upon your region's Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information and regional priorities.
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

Please attest to the assurances that the Lead LEA will:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

11. Supporting Documentation

Applicants **must** upload the following document:

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

Although it is not required, applicants may also upload:

- Agreements/MOUs (e.g., agreements between Higher Education, Collaborative, and/or K–12 Partner Agencies) and/or

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

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

E. Downloadable Application Tools

For your convenience, the required application materials, scoring rubrics, and practice templates are available and downloadable.

The below referenced application tools and resources can be downloaded at: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications

a. CTE Pathway/Program Work Plan practice template
b. CTE Pathway/Program Problem Statement and Project Objectives EXAMPLE
c. CTE Pathway/Program Budget and Match template
d. CTE Pathway/Program Budget and Match EXAMPLE
e. CTE Pathway/Program Scoring Rubrics
f. High-Quality CTE Program Evaluation (*required*) can be downloaded at https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf

Appendix A: Grantee Requirements and Guidelines

K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020

1. 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.

2. 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.

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.

3. Program Outcome Measures

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

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

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

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

- Entered registered apprenticeship after participation in high school pre-apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

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

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

4. Reporting Requirements

a. Program Outcome Measures Reporting

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

Grant recipients must also notify their region's K–14 Technical Assistance Provider that data has been reported by the due date. The K12 Selection Committee, in consultation with the SWP Regional Consortium, may end contracts and grants from grantees that do not provide the required outcomes-based data.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, beginning in 2021–22 all grant recipients, both lead and partnering LEAs, are required to upload end-of-year data files, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K–12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant; and
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

b. Progress and Fiscal Reporting

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit ten (10) Quarterly Expenditure and Progress Reports and one (1) end-of-project Final Report to their SWP Regional Consortium. The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88827. The Lead

Agency of the K12 SWP grant is responsible for ensuring that Lead and K–12 Partner Agencies on the grant submit all required progress and fiscal data. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

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

Table 8. K12 SWP Progress and Fiscal Report Due Dates

Date	Report
April 30, 2021	Year 1, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 30, 2021	Year 1, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2021	Year 2, First Quarter (July-Sept) Expenditure and Progress Report
January 28, 2022	Year 2, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 29, 2022	Year 2, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 29, 2022	Year 2, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2022	Year 3, First Quarter (July-Sept) Expenditure and Progress Report
January 27, 2023	Year 3, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 28, 2023	Year 3, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 28, 2023	Year 3, Fourth Quarter (April-June) Expenditure and Progress Report
August 31, 2023	**Final Report**

Appendix B: Program-Specific Legal Terms, and Conditions

K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020

1. Cost and Payments

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

Beginning in 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.

2. Work to Be Performed

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

3. Modification/Budget Changes

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

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

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

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so. When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded.

4. 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 CCCCO 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 K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees must:
  - Provide student-level data necessary to evaluate K12 SWP as required by Legislation;
  - Submit required end-of-year data files; and
  - Notify K–14 Technical Assistance Provider that data has been reported.

Appendix C: Guidelines, Definitions, and Allowable Expenditures

Guidelines, Definitions, and Allowable Expenditures

Determining if a Cost is Allowable

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

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

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

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

What are the guidelines of *allocable*?

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

What is *supplanting*?

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

Allowable General Costs

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

Allowable	Allowable with Prior Approval	Unallowable
-	-	Advertising and Public Relations
-	-	Alcoholic Beverages

Allowable	Allowable with Prior Approval	Unallowable
-	-	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
-	-	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

Allowable	Allowable with Prior Approval	Unallowable
-	-	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
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, 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 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.

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.

Exhibit E:

K-12 SWP Legislation

(Education Code Title 3, Division 7,

Part 54.5 [88827-88833])

State of California

EDUCATION CODE

Section 88827

88827. (a) This section applies to the K–12 component only.

(b) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for the K–12 component of the Strong Workforce Program is provided to create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

(c) (1) Pursuant to subdivision (b), one hundred fifty million dollars ($150,000,000) shall be apportioned by the chancellor's office to the fiscal agent of each consortium based on the following weighted factors in each region:

(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.

(B) The region's total average daily attendance for pupils in grades 7 to 12, inclusive. This factor shall comprise 33 percent of the allocation formula. For purposes of this section, average daily attendance shall be those figures that are reported at the time of the second principal apportionment for the previous fiscal year.

(C) The proportion of projected job openings. This factor shall comprise 34 percent of the allocation formula.

(2) Of the amounts apportioned to each consortium pursuant to paragraph (1), 4 percent is designated for applicants with total average daily attendance of less than or equal to 140, 8 percent is designated for applicants with total average daily attendance of more than 140 and less than or equal to 550, and 88 percent is designated for applicants with total average daily attendance of more than 550, unless otherwise determined by the K-12 Selection Committee formed pursuant to Section 88829, in consultation with the consortium. For any applicant consisting of more than one school district, county office of education, charter school, or regional occupational center or program operated by a joint powers authority, or any combination of those entities, the sum of the average daily attendance for each of the constituent entities shall be used for purposes of this subdivision.

(3) The chancellor's office shall provide to the Superintendent of Public Instruction, the Department of Finance, and the Legislative Analyst a schedule of proposed allocations, as determined pursuant to paragraph (1), for each consortium no later than August 30 of each year. The Department of Finance shall approve the allocation plan before the release of funding.

(d) Funds appropriated in the annual Budget Act to support consortia administrative costs shall be apportioned by the chancellor's office in an amount equal to 1 percent of each consortium's K–12 allocation pursuant to this section to support the costs to

administer the regional grant process and to support the duties of the K–12 Selection Committee.

State of California

EDUCATION CODE

Section 88828

88828.   This section applies to the K–12 component only. Each consortium shall administer a competitive grant program to distribute funding allocated pursuant to subdivision (c) of Section 88827 to eligible grant recipients. Consortia are encouraged to collaboratively develop a uniform grant application process that includes a process for grant renewals and for a grant applicant to appeal a grant award decision of the K–12 Selection Committee. As part of the application process, each consortium shall ask applicants to indicate whether they have received a grant under the California Career Technical Education Incentive Grant Program established pursuant to Chapter 16.5 (commencing with Section 53070) of Part 28 of Division 4 of Title 2. For each fiscal year, the chancellor's office shall work with the State Department of Education to produce a list of grant recipients that receive funding under this program as well as through the California Career Technical Education Incentive Grant Program, including the grant amounts awarded through each program and the purpose for which each grant was awarded. Local educational agencies applying to receive a grant from a consortium shall comply with all of the following:

(a) The local educational agency shall be located within the geographical boundaries of the consortium, and engage in regional efforts to align workforce, employment, and education services.

(b) The local educational agency shall use its consortium's plan developed pursuant to Section 88823 to inform their efforts to create, support, implement or expand upon career technical education courses, course sequences, programs, and pathways, and to the extent possible, integrate available local, regional, state, and private resources to improve the successful outcomes of pupils enrolled in career technical education courses, course sequences, programs, and pathways. To the extent an applicant's career technical education program, or programs, offered in the 2018–19 fiscal year do not align with its consortium's plan developed pursuant to Section 88823, the applicant shall be deemed to meet this requirement by including in its grant application the steps that it will take during the 2018–19 fiscal year to align its career technical education program, or programs, with its consortium's plan.

(c) (1) The local educational agency shall provide matching funds for any grant funding received from this program as follows:

(A) For regional occupational centers or programs operated by a joint powers authority, one dollar ($1) for every one dollar ($1) received from this program.

(B) For local educational agencies, two dollars ($2) for every one dollar ($1) received from this program.

(2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other source, except as provided in paragraph (3).

(3) The local match described in this subdivision shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, or the California Career Technical Education Incentive Grant Program established pursuant to Section 53070.

(4) An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

(d) The applicant, or the applicant's career technical education program, as applicable, shall meet all of the following minimum eligibility standards:

(1) Is informed by, aligned with, and expands upon regional plans and planning efforts occurring through the Strong Workforce Program.

(2) Offers high-quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education or training programs that lead to a career pathway or attain employment upon graduation from high school.

(3) Provides pupils with quality career exploration and guidance.

(4) Provides pupil support services, including, but not limited to, counseling and leadership development.

(5) Provides opportunities for pupils to participate in after-school, extended-day, and out-of-school internships, competitions, and other work-based learning opportunities.

(6) Leads to an industry-recognized credential or certificate, appropriate postsecondary training or employment, or a postsecondary degree.

(7) Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

(8) (A) Reports data that can be used by policymakers, local educational agencies, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

(B) Data reported pursuant to this paragraph shall include, but is not limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act (Public Law 113-128), the College/Career Indicator included in the California School Dashboard, and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins

Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, and the following metrics:

(i) The number of pupils completing high school.

(ii) The number of pupils completing career technical education coursework.

(iii) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.

(iv) The number of former pupils employed and the types of businesses in which they are employed.

(v) The number of former pupils enrolled in each of the following:

(I) A postsecondary educational institution, disaggregated by public, private nonprofit, and private for-profit institutions.

(II) A state apprenticeship program.

(III) Another form of job training.

(C) No later than November 30 of each fiscal year, the Workforce Pathways Joint Advisory Committee established pursuant to Section 12053 shall review the data metrics specified in subparagraph (B) and make recommendations to the fiscal and appropriate policy committees of both houses of the Legislature and to the Department of Finance as to whether they are the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants, and whether other metrics should be included.

(D) Data collected pursuant to this section shall be reported by the grant recipient to the State Department of Education and their K-14 Technical Assistance Provider by November 1 immediately following the fiscal year for which the data is being reported. The K-14 Technical Assistance Provider shall annually notify the K-12 Selection Committee in each region of any grant recipient that fails to provide the required outcome data. The K-12 Selection Committee, in consultation with the consortium, may terminate or rescind contracts and grants from grantees that fail to provide the required outcome-based data pursuant to this paragraph.

(E) The State Department of Education shall make the data reported pursuant to subparagraph (D) available to the chancellor's office on a date to be jointly determined by the State Department of Education and the chancellor's office, to ensure the data is included on the California Community Colleges LaunchBoard data platform.

(F) No later than January 31, 2024, and on or before January 31 every five years thereafter, the State Department of Education shall submit a report, pursuant to Section 53076.5 and this section, to the Department of Finance, the Governor, and the appropriate policy and fiscal committees of the Legislature evaluating the progress that local educational agencies have made in expanding the availability of high-quality, industry-valued career technical education and workforce development opportunities; improving coordination and alignment with postsecondary educational institutions and workforce agencies and programs; and, to the extent possible, the progress in closing equity gaps in program access and completion.

(Added by Stats. 2018, Ch. 32, Sec. 115. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88829

88829. (a) For purposes of awarding grants under the K-12 component of the Strong Workforce Program, each consortium shall form a K-12 Selection Committee made up of individuals with expertise in K-12 career technical education and workforce development. The K-12 Selection Committee membership shall be composed of all of the following:

(1) Current or former K–12 career technical education teachers and administrators.

(2) Charter school representatives, including representatives of charter schools operating pursuant to subdivision (a) of Section 47612.1.

(3) Career guidance counselors.

(4) Representatives of industries that are prioritized by the consortium.

(5) At least one community college faculty or administrator.

(6) Other K–12 education stakeholders, or other stakeholders, as determined by the consortium.

(b) The K–14 Technical Assistance Provider in each consortium shall serve as a consultant to the K–12 Selection Committee.

(c) (1) Decisions governing, or relating to, the distribution of fiscal resources for the K–12 component shall be made exclusively by the K–12 Selection Committee, including selection of grant recipients and specific funding amounts for each grant.

(2) The K–12 Selection Committee shall annually notify the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the fiscal and appropriate policy committees of both houses of the Legislature of the amount awarded to each grant recipient and the activities to be supported by the grant.

(d) To be eligible to receive a grant, a local educational agency with a representative on the K–12 Selection Committee shall maintain appropriate and transparent internal controls and processes to ensure that the local educational agency representative's duties and responsibilities are clearly delineated, identified, and distinguished from the duties and responsibilities conferred upon the local educational agency as a grant applicant and recipient.

(Added by Stats. 2018, Ch. 32, Sec. 116. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88830

88830. (a) When determining grant recipients under the K–12 component of the Strong Workforce Program, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants.

(b) (1) The K–12 Selection Committee shall give positive consideration to each of the following characteristics in an applicant:

(A) Aligned programs serving unduplicated pupils, as defined in Section 42238.02.

(B) Programs that the K–12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.

(C) Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction.

(D) Programs located in an area of the state with a high unemployment rate.

(2) When determining grant recipients, the K–12 Selection Committee shall give greatest weight to the applicant characteristics included in this subdivision.

(c) The K–12 Selection Committee shall also give positive consideration to programs to the extent they do any of the following:

(1) Successfully leverage one or both of the following:

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

(B) Contributions from industry, labor, and philanthropic sources.

(2) Make significant investments in career technical education infrastructure, equipment, and facilities.

(3) Operate within rural school districts.

State of California

EDUCATION CODE

Section 88831

88831. (a) A grant recipient for purposes of the K–12 component may consist of one or more, or any combination, of the following:

(1) School districts.

(2) County offices of education.

(3) Charter schools.

(4) Regional occupational centers or programs operated by a joint powers authority, provided that the application has the written consent of each participating local educational agency.

(b) Each consortium shall work with its K–14 Technical Assistance Provider to provide notice to county offices of education, other local educational agencies, middle schools, high schools, and regional occupational centers and programs eligible for grants under this section of the availability of contracts and grants and the process for submitting an application.

(Added by Stats. 2018, Ch. 32, Sec. 118. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88832

88832. As a condition of receiving funds for purposes of the K–12 component, grant recipients shall do both of the following:

(a) Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

(b) Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.

(Added by Stats. 2018, Ch. 32, Sec. 119. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88833

88833. (a) (1) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for support of the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers shall be used to establish a K–12 Workforce Pathway Coordinator within the geographical boundaries of each community college district, unless otherwise determined by the Superintendent of Public Instruction and the chancellor's office. K–12 Workforce Pathway Coordinators shall be selected through a competitive process jointly administered by the Superintendent of Public Instruction and the chancellor's office, for the provision of technical assistance and support to local educational agencies in implementing career technical education courses, programs, and pathways under both the California Career Technical Education Incentive Grant Program established pursuant to Section 53070 and the K–12 component of the Strong Workforce Program. Duties of the K–12 Workforce Pathway Coordinators selected pursuant to this section include, but are not limited to, all of the following:

(A) Providing technical assistance and support to local educational agencies to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and private resources to ensure that pupils will achieve successful workforce outcomes. As part of this duty, each K–12 Workforce Pathway Coordinator, in consultation with the State Department of Education, shall ensure that K–12 career technical education programs are aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226.

(B) Collaborating on behalf of the local educational agencies within the region with local community colleges, industry partners, local workforce investment boards, and other relevant agencies or organizations to support and align K–12 career technical education programs. As part of this duty, each K–12 Workforce Pathway Coordinator shall stay current with the needs of K–12 career technical education programs and their regional and local labor markets in order to provide guidance, in collaboration with local educational agencies, to the chancellor's office, the Strong Workforce regional consortium, and industry representatives.

(C) Acting as first point of contact for local educational agencies, industry representatives, and employers with the intent of assisting local educational agencies to respond to industry needs and facilitating industry connection with K–12 career technical education programs.

(D) Cultivating collaborative communities so that local educational agencies and industry can collaborate and provide peer-to-peer knowledge exchange in areas of common interest to inform the development of high-quality education programs.

(E) Working in conjunction with the Deputy Sector Navigators and State Department of Education Industry Sector Leads to improve linkages and alignment of career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(2) An individual associated with any of the following may apply to serve as a K–12 Workforce Pathway Coordinator, or any of the following may subcontract with an individual with expertise in K–12 education and workforce development to serve as a K–12 Workforce Pathway Coordinator:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(3) The Superintendent of Public Instruction and the chancellor's office shall agree upon an outcome-based assessment that allows for an evaluation of the K–12 Workforce Pathway Coordinators' ability to perform the duties identified in paragraph (1). Data required for purposes of this evaluation shall be submitted by the K–12 Workforce Pathway Coordinators to the Superintendent of Public Instruction and the chancellor's office at least annually, commencing in the 2019–20 fiscal year.

(b) (1) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for support of the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers shall be used to support the activities of the K–14 Technical Assistance Providers established under the California Career Pathways Trust. One K–14 Technical Assistance Provider shall be selected for each consortium through a competitive process jointly administered by the Superintendent of Public Instruction and the chancellor's office, for the provision of technical assistance and support to local educational agencies in implementing career technical education courses, programs, and pathways under both the California Career Technical Education Incentive Grant Program established pursuant to Section 53070 and the K–12 component of the Strong Workforce Program. Duties of the K–14 Technical Assistance Providers selected pursuant to this section include, but are not limited to, all of the following:

(A) Providing leadership, guidance, and technical assistance to create, support, expand, and improve career technical education opportunities for local educational agencies. As part of this duty, each K–14 Technical Assistance Provider, in consultation with the State Department of Education, shall ensure that K–12 career technical education programs are aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226.

(B) Acting as a liaison between the consortium and the State Department of Education, and serving as a consultant to the K–12 Selection Committee.

(C) Interacting with the K–12 Workforce Pathway Coordinators, the Deputy Sector Navigators, and the State Department of Education Industry Sector Leads to improve linkages and career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(D) Identifying professional development opportunities for the K–12 Workforce Pathway Coordinators and educational entities, including educational leaders and counselors.

(E) Regularly facilitating the convening of grantees to develop a network of educators to share best practices and cultivate state resources that can be used by agencies charged with providing assistance within the statewide system of support authorized pursuant to Section 52059.5.

(2) Any of the following may apply to serve as a K–14 Technical Assistance Provider, or subcontract with an individual with expertise in K–12 education and workforce development to serve as a K–14 Technical Assistance Provider:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(E) Community college districts.

(3) The Superintendent of Public Instruction and the chancellor's office shall agree upon an outcome-based assessment that allows for an evaluation of the K–14 Technical Assistance Providers' ability to perform the duties identified in paragraph (1). Data required for purposes of this evaluation shall be submitted by the K–14 Technical Assistance Providers to the Superintendent of Public Instruction and the chancellor's office at least annually, commencing in the 2019–20 fiscal year.

(4) In selecting the K–14 Technical Assistance Providers, the Superintendent of Public Instruction and the chancellor's office shall give priority to applicants who served as a K–14 Technical Assistance Provider under the California Career Pathways Trust pursuant to paragraph (2) of subdivision (e) of Section 53015.

(c) To promote the successful transition to the K–12 Strong Workforce Program, notwithstanding subdivisions (a) and (b), for the 2018–19 fiscal year only, the amount appropriated in the annual Budget Act for support of the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers shall also be available for the purposes of integrating the K–12 component into the regional consortia and hiring and developing the K–12 Workforce Pathway Coordinators and K–14 Technical Assistance Providers.

(d) Any funds not utilized for the purposes identified in subdivision (a), (b), or (c) shall be added to the amount appropriated in the annual Budget Act for the K–12 component of the Strong Workforce Program, and provided to each consortium to create, support, or expand career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

Exhibit F:

K-12 Strong Workforce Program
Financial Match Guidelines

California Community Colleges

K-12 SWP Financial Match Guidelines

Round 3 of the K-12 Strong Workforce Program requires that 100% of the match be financial. The following guidelines apply to financial match.

POLICY OBJECTIVES

From RFA

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.

GUIDELINES FOR FINANCIAL MATCH

Match expenditures must be integral to the project, directly benefit the pathway(s) that are the focus of the project, and be under the direct control of the LEAs, the Community Colleges and the other partners participating in the project. Projected match expenditures and sources must be documented in the application in the budget section provided for each partner providing match. Providers of match should expect to provide auditable documentation of the expenditure of the match and report on expenditures at the same time and in the same manner as grant expenditures are reported.

Examples of Allowable Financial Match

- Teachers' salaries and benefits for courses that are a part of a pathway that is the focus of the grant. When a consortium applies and the grant is focused on a pathway offered across the members of the consortium, the salaries and benefits costs for instruction of courses in the pathway at each of the consortium members may be counted as match. Each partner must include the match in the application in their respective budgets and must report expenditures of the match. For example, if two classes out of a teacher's 5 class teaching load are in the pathway that is the focus of the grant, then 40% of the instructor's salary and benefits could be counted as match.

- Counselors salaries and benefits in proportion to the amount of time spent directly serving students in the pathway that is the focus of the grant

- Expenditures on facilities, equipment, and supplies that directly benefit the students in the pathway that is the focus of the grant may be considered match. If these expenditures also benefit students outside of the pathway the portion considered match should be prorated. For example, a classroom is renovated to serve as a computer lab. During the life of the grant CTE courses will utilize the lab for 30% of its scheduled hours. 30% of the expenditures for the remodel, acquisition of the necessary computer equipment, and technical support staff costs attributable to the lab may be counted as match.

- A community college offers dual enrollment classes that are part of the pathway that is a focus of the grant. The portion of the instructor's salaries and benefits attributable to the class as well as expenditures for supplies and materials used in the course may be counted as match.

- A community college offers a career day to recruit K-12 students to enroll in the college's CTE programs. Event costs proportional to the percentage of K-12 students served who are in the pathways served by the grant may be counted as match. This would include faculty and staff time, transportation, marketing, supplies and materials.

- A community college uses federal work study funds to pay its CTE students to serve as teaching assistants in high school classes that are part of a pathway targeted by the grant. These expenses may be counted as match.

- A fire department commits to having two employees teach a two-day long, hands-on fire safety course. The actual salary and benefits costs for the time the two employees spend on the class may be counted as match. Note that the department providing the match must agree to provide documentation of the actual costs and report the expenditures in NOVA.

FAQ

Q: We are building our application match based on our 2020-21 budget. We've been told to expect reductions to the K-12 base budget in coming years due to the fiscal impacts of COVID-19, but have no guidance at this point as to how deep or where these cuts will occur. This could impact our ability to provide the promised match. Should we continue to base our projections on our current budget?

A: It would be reasonable to base your match projections on your current budget. If reductions to K-12 funding do occur and that impacts your ability to provide the match, you will have the option of identifying other sources of match. We will request that the Department of Finance consider other options if budget reductions would clearly impact those LEAs that provided a significant match from their base budget.

Q: LEAs have an established indirect rate with the CDE. Since K12 SWP now limits indirect to 4%, can the difference between an LEA's indirect rate and 4% allowed by SWP be counted as financial match?

A: No, match is intended to be used to directly support the program, or programs, for which the applicant was awarded a grant.

Q: Can a community college's investments in the community college portion of the pathway that is the target of a grant be considered financial match? For example, a college is investing in tools and vehicles to support work on electric vehicles for an automotive technology program that is articulated with a high school's Systems Diagnostics, Service, & Repair program.

A: This would not be considered financial match unless the K-12 students in this program were directly benefiting from the equipment purchase. For example, if the shop where the equipment is located was also used by the K-12 students, match could be claimed in proportion to the K-12 students' use of the lab relative to all users. So if the K-12 students utilized the shop for 10% of the time the shop was in use, 10% of the tool purchase could be counted as financial match.

Q: How will match be required to be documented and reported?

A: Match will be required to be reported at the same time as you are reporting direct expenditures, and in the same detail: object code, with brief description. Submission of the report will require certification by the provider of the match that it was provided as claimed and the providers of the match will be required to maintain documentation backing up the match in an audit file. Grantees may be requested to provide this documentation if the grant is selected for audit during an annual internal audit.

References

88828.

...

(c)

    (1) The local educational agency shall provide matching funds for any grant funding received from this program as follows:

        (A) For regional occupational centers or programs operated by a joint powers authority or county office of education, one dollar ($1) for every one dollar ($1) received from this program.

        (B) For local educational agencies, two dollars ($2) for every one dollar ($1) received from this program.

    (2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other allowable source, except as provided in paragraph (3).

    (3) The local match described in this subdivision shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, the California Career Technical Education Incentive Grant Program established pursuant to Section 53070, or the Career Technical Education Facilities Program established pursuant to Section 17078.72.

    (4) An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

88832.

As a condition of receiving funds for purposes of the K–12 component, grant recipients shall do both of the following:

(a) Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

(b) Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.

RFA SECTIONS THAT ADDRESS MATCH
G. Match Requirements
G1. Proportional Dollar Match
Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California's regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

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.

G2. 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), as approved by the local board.
- Business, industry, philanthropic sources that will directly support the program.
- Any other source, except those described below.

The match may **NOT** include funding from any of the following:
- California Career Technical Education Incentive Grant Program (CTEIG).
- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.